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This manual was prepared to assist local public schools in organizing and conducting a broadened program of vocational education of significant scope. Operating policies and procedures are provided in areas of (1) Administration of Vocational-Technical Education, (2) Agricultural Education, (3) Vocational Business and Office Occupations, (4) Distributive Education, (5) Health Occupations Education, (6) Vocational Home Economics Education, (7) Technical Education, (8) Trade and Industrial Education, (9) Vocational Guidance, (10) Reimbursement Policies, (11) Occupational Classification and Taxonomy, (12) Application and Reporting Forms, and (13) Certification Requirements. The section related to administration of technical-vocational education includes such items as a statement of policy, legal basis, organization, goals, planning programs, special needs programs, the work-study program, teacher training, cooperative-work experience, facilities and equipment, and youth organizations. (DM)

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# POLICIES and PROCEDURES

# GOVERNING THE OPERATION
# of
# VOCATIONAL-TECHNICAL EDUCATION
# in
# NEVADA

DEPARTMENT OF EDUCATION
STATE OF NEVADA

3
Nevada STATE BOARD FOR VOCATIONAL EDUCATION
Carson City Nevada 89701
May 1967 (Revised)

VT008970

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# FOREWORD

The Vocational Education Act of 1963 provides opportunity for organization of many different programs preparing persons for gainful employment. Administration of the program is the responsibility of the Nevada State Department of Education under approval of the State Plan for Vocational Education by the State Board for Vocational Education.

This manual has been prepared to assist local public schools in organizing and conducting a broadened program of vocational education of significant scope. This edition is a revision of the manual published in May 1962.

Burnell Larson
Burnell Larson
Superintendent of Public
Instruction

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# SECTION 1

# ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

# INTRODUCTION

The State Board for Vocational Education is recognized as the sole authority on the State level to govern and administer the federal acts pertaining to vocational-technical education. Nothing contained in this manual will negate the State Board's authority or any of the provisions contained in the State Plan For Vocational Education, which serves as a contract between the State Board and the Federal Government. The primary purpose of setting forth procedures and policies pertaining to vocational-technical education herein is to interpret and simplify such procedures and standards for the ready reference of those working with such programs.

As the State Board is recognized as the responsible agency on the State level, so the County Board of Education for the county school district or the Board of Regents for the University of Nevada is recognized as the responsible agency for the school districts and the University, respectively. Contracts between the State Board and County Boards are made through a person delegated by each board for that purpose. The controlling purpose of vocational-technical education is to fit for gainful employment. If this philosophy is to be realized, those engaged in teaching, supervising and directing the several fields of vocational-technical education must be skilled in their fields and be able to impart knowledge to others in an effective manner. If the vocational education program is to be effective, it must be a part of the total educational program in any public school system. It should be kept in mind that the program operates within a school system or a post-secondary institution and not in the state or federal offices.

This guide is designed to assist public schools in planning, establishing, conducting and evaluating programs of vocational education of high quality, realistic in the light of actual or anticipated opportunities for gainful employment and fitted to the needs, interests and abilities of students to benefit from such programs by acquiring the knowledge and skills necessary for entry upon and success in employment. In addition to providing information relating to programs designed to train students for gainful employment, the guide provides information in the Vocational Homemaking Education Section regarding programs for preparation of students to become efficient homemakers, also an occupation of significant importance.

County boards of education should realize that in expanding the public school program, additional courses or curriculum offerings will necessarily add to the maintenance costs of the school. This is why it is so important that schools be large enough to offer a broader curriculum to meet the needs of the students within the resources of the area served. If the philosophy of vocational education is to function effectively, qualified instructors and adequate facilities must be provided. It is not believed that vocational courses should be included at the expense of a sound program of elementary and high school education. In our complex industrial society, vocational-technical education must build upon the background of a sound academic program in order to fulfill its goal of developing occupationally competent individuals. It has long been recognized however that occupational preparation is an important function of public education designed to serve the majority of students.

If program planning is to be realistic, it must be based upon known facts--facts regarding:

- The many types of vocational-technical education programs and the legal purposes of each.
- The actual employment opportunities existing and reliably anticipated to exist in the area served by the school.
- The knowledge and skill students need to acquire in order to possess the competency necessary to enter upon and succeed in employment.
- Types and number of students needing the programs being planned who have the interests, aptitudes and abilities necessary to benefit from such programs in terms of becoming prepared for employment in the occupation for which the program is designed.
- Policies and procedures relating to making application to the Division of Vocational-Technical and Adult Education, State Department of Education, for approval of programs.
- Necessary qualifications of teachers.
- Financing of programs.
- Other information important to program planning.

In our society, the public school is charged with the responsibility of providing a comprehensive educational program available to all people. To have a comprehensive program, the needs of individuals, the community and the occupational market must first be determined and then an educational program provided by the school to meet the needs.

Vocational-technical education is not restricted to the preparation of boys and girls in the public schools, but also extends to young people and to adults in the applicable areas where vocational or technical education is needed to enter upon or progress in gainful employment.

# STATEMENT OF THE POLICY OF THE STATE BOARD FOR VOCATIONAL EDUCATION IN REGARD TO PUBLIC INSTITUTIONS OFFERING VOCATIONAL-TECHNICAL EDUCATION IN NEVADA

Vocational-technical education is specific preparation for employment in occupations in all fields and levels other than the professional or those requiring a baccalaureate degree.

It is the primary concern of this council that the youth and adults throughout the State of Nevada will have ready access to vocational-technical education which is of high quality and which is suited to their needs, interests and abilities.

We believe that any State-supported vocational-technical education program shall conform to the following well-established standards and principles if it is to provide efficient and effective training:

1. The State Board for Vocational Education is the administrative authority for all vocational-technical education in the State of Nevada. The State Plan for Vocational-Technical Education shall be the instrument through which vocational-technical education programs are defined and structured.

2. Vocational-technical education shall provide adequate and timely instruction in both preparatory and supplementary training which will reflect occupational trends, meet the changing needs of job requirements and encourage effective citizenship.

3. There shall be an established need for the program.

4. The primary purpose of the curriculum shall be to prepare students for occupational entry or advancement.

5. The content of the curriculum shall be based on the skills and knowledge required in the occupations and will be developed and conducted in consultation with persons actively engaged in the occupations.

6. The services of a professionally qualified vocational program director shall be available to supervise and direct vocational-technical programs.

7. The instructional staff shall be composed of persons who are occupationally and professionally competent as prescribed in the Nevada Department of Education Vocational Teacher Certification Requirements.

8. The staff serving vocational-technical programs shall include competent personnel responsible for and capable of insuring a sound program of assistance to students in selection, enrollment, placement and follow-up.

9. The staff, through proper coordination with industry, and in cooperation with the Nevada State Employment Service shall actively participate in the responsibility of placing vocational student graduates for gainful employment.

10. Instructional facilities and equipment shall be comparable to those acceptable in the occupation.

All public institutions offering vocational-technical courses which conform to the foregoing standards and principles or present a firmed plan for the development of a program that would conform are eligible to apply for available vocational-technical education funds.

The task of planning, developing and carrying on the vocational-technical program to prepare the nation's work force is a continuing responsibility and challenge to the vocational leadership of the nation. Today's world owes much of its material progress and development to the highly skilled and knowledgeable worker who was trained in the vocational programs of yesterday's world. Tomorrow's world will be shaped in the image of the youth and adults that we educate today in the high schools and area vocational-technical schools as well as the colleges. At all times the aim shall be to meet fully our obligation to educate for vocational, civic, and personal competence.

## SUPPORTING STATEMENTS

1. All federal acts dealing with vocational education including the Smith-Hughes Act of 1917, the George-Barden Acts of 1946, 1956, 1958, and the Vocational Education Act of 1963, have stated that each state must have a State Board for Vocational Education.

   Federal regulations require that the State, through its legislative authority, create such a board. In administering the vocational education programs, the Office of Education will deal only through the State Board for Vocational Education and its authorized representatives. (Sec. 5-a. 1, P.L. 88-210)

   In Nevada the state legislature has designated the State Board of Education as the State Board for Vocational Education. (NRS 387.050)

   As a condition for the allotment of vocational funds, the State Board for Vocational Education is required to submit a state plan in an approvable form and to cause amendments to be made whenever there are changes that it deems advisable.

2. Supplementary training means training which is supplementary to the daily employment of workers enrolled. It must increase his skill or knowledge and improve his ability in the work he is doing. It keeps him abreast of technological and economic changes in his occupation and assists him to qualify for advancement in his field of work.

   Preparatory training means training designed to provide the skills and knowledge essential to the successful entrance into an occupation.

3. All schools contemplating the establishment of vocational programs shall verify occupational needs locally and statewide. The employment offices will make available to the State Board for Vocational Education and local educational agencies occupational information regarding reasonable present and future prospects of employment.

Additional available occupational survey information should be obtained from the employment community such as labor, management, and industrial development organizations. This shall be coordinated with information available through the Nevada Department of Employment Security and other state and federal agencies.

4. Flexibility and adaptability must be essential characteristics. In the process of preparing the student for immediate employment, course content must be:

   a. Short and intensive, to meet specific but limited needs for job entrance or promotion.

   b. Extensive, in terms of content and time, to meet the needs of beginning or experienced workers for occupations demanding a high degree of skill and technical knowledge.

   c. Broad, in terms of technical content, with emphasis on related subject matter including communications, science, mathematics, drafting, occupational processes and practices, and human relationships.

5. Vocational education, more than any other type of education, needs close cooperation with the community. It trains workers for productive lives. It needs the periodic help and criticism of the real work-a-day world to be sure that its preparation for a life-work is useful.

6. Vocational-technical programs, in order to be successful, require close ties with labor and management of the industries and occupations they serve. Maintaining these relationships is essential and requires adequate supervision and direction by qualified persons.

7. Vocational-technical instructors are selected on the basis of occupational knowledge, experience, and professional training. This criteria for an effective vocational-technical program is required by the U. S. Office of Education and the Nevada Department of Education. Appropriate occupational experience is an absolute requirement in the preparation of a vocational-technical instructor who expects to teach either major subjects or related courses in the curriculum.

8. Vocational-technical programs must provide an effective counseling and guidance service in order to insure, insofar as it is humanly possible to do so, that every student will select, enroll in, pursue and successfully complete the educational program that will best meet his interests, aptitudes, capacities, and abilities.

9. The student must be placed within the limits of ability and choice in employment in the occupation for which he was trained. No vocational or technical curriculum can be justified unless it prepares students for employment in one or a cluster of occupations. However, during times of high employment, actual employment of a student is not sufficient proof of the course value. Periodic surveys should be conducted asking both the former student and the employer to evaluate the contribution of the instruction to the competency of the worker. In addition, continuous coordination with industry should be maintained so that changes in industrial requirements or shortcomings of the educational program may be immediately pinpointed

and relayed to the school. Persons responsible for this coordination should have adequate occupational experience, plus professional training, in order to understand the processes involved.

10. Instruction in occupational skills requires equipment and space comparable to the facilities with which a student will be working when he is employed. Through constant appraisal of developments in the occupation, vocational programs must evaluate equipment and facilities. Equipment used must be of high quality in order that it may meet the needs of the learner in providing learning experiences similar to those he will encounter in his occupation.

# LEGAL BASIS FOR VOCATIONAL AND TECHNICAL EDUCATION IN NEVADA

Vocational Education Act of 1917 (Smith-Hughes Act, P.L. 64-347, approved February 23, 1917): To provide for the promotion of vocational education and cooperation with states in paying salaries of teachers, supervisors, and directors of vocational education in agriculture, and of teachers of trade and industrial and home economics subjects. For the preparation of teachers in all these subjects and for making studies, investigations, and reports to aid in the organization and conduct of vocational education.

The Act provides that "In order to secure the benefits of the appropriations provided for in sections two, three and four of this Act, any State shall, through the legislative authority thereof, accept the provisions of this Act and designate or create a State Board, consisting of not less than three members, and having all necessary power to cooperate, as herein provided, with the Federal Board for Vocational Education in the administration of the provisions of this Act."

The Nevada legislature, following enactment of the federal act, passed the Nevada Acceptance Act for Vocational Education and created a State Board for Vocational Education. Funds made available through each successive federal vocational education act have also been accepted. Applicable Nevada Revised Statutes dealing with the administration of vocational education are listed as follows: 388.330; 388.430; 388.460; 488.460; 388.370; 387.050; 385.010; 385.020; 385.030; 385.040; 385.380; 388.390; 388.365; and 610.030.

Vocational Education Act of 1946 (George-Barden Act, Title I, P.L. 79-586, 1946, amended by P.L. 84-1027, 1956): To assist the states and territories in vocational education, in agricultural, home economics, trade and industrial, distributive and fishery trades education. For administration, supervision, and teacher-training programs; for salaries and travel; for securing data and information; for programs for out-of-school youths and apprentices; and for equipment and supplies.

Vocational Education Act of 1946 (George-Barden Act, Title II, P.L. 84-911, 1956): To provide assistance to the states for practical nurse training and training in other health occupations.

Vocational Education Act of 1946 (George-Barden Act, Title III, originally passed as Title VIII of the National Defense Education Act of 1938, P.L. 85-864): To amend the Vocational Education Act of 1946 to assist states to train individuals for employment as highly skilled technicians necessary for national defense.

Manpower Development and Training Act of 1962 - P.L. 87-415 (amended by P.L. 88-214, December 19, 1963, and P.L. 89-792, November 7, 1966): It provides for the training of unemployed and underemployed youth and adults.

Vocational Education Act of 1963 - P.L. 88-210: To maintain, extend, and improve existing programs of vocational education, to develop new programs, and to provide part-time employment for youths who need earnings to continue their vocational education on a full-time basis. For persons of all ages in all communities: those preparing to enter the labor market, those in the labor market who need to upgrade their skills or to learn new ones, and those with special educational handicaps. For construction of area vocational school facilities. For ancillary services and activities to assure quality in all vocational education programs. Makes permanent the provisions of the Vocational Education Act of 1946 for practical nurse training and area vocational education programs. Provides work-study programs for vocational education students and residential vocational education schools.

Civil Rights Act: Title VI of the Civil Rights Act of 1964 states that "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Therefore, the vocational-technical education programs, like every program or activity receiving Federal financial assistance, must be operated in compliance with this law.

## ORGANIZATION

### Governing Board

The State Board of Education constitutes the State Board for Vocational Education which consists of eight lay members: six members are elected, one from each of the educational supervision districts of the State, and two members are appointed by the elected members of the Board. One of the appointive members is a representative of agriculture and one is a representative of labor. The State Superintendent of Public Instruction is the executive officer of the Board. The Nevada State Board for Vocational Education is the sole agency responsible for the administration of the State Plan and the policies regulating vocational-technical education.

### Assistant Superintendent, Vocational-Technical Education (State Director)

The State Board has a full-time State Director for Vocational Education who is responsible for the general administration, direction, coordination, supervision, promotion, evaluation, and improvement of the vocational education programs, services, and activities, and for the application and implementation of the State Policies and Procedures approved by the State Board.

### State Vocational-Technical Advisory Council

The State Board has appointed the Nevada Vocational-Technical Education Advisory Council that consults with the State Board in carrying out the provisions of the Nevada State Plan for Vocational Education. The basic membership in the Council consists of at least seven members that are appointed by the State Board and includes at least one representative each from management, labor, public school administration, and higher education. The present council consists of twelve members. The assistant superintendent, and director, Division of Vocational-Technical Education, serves as ex-officio secretary.

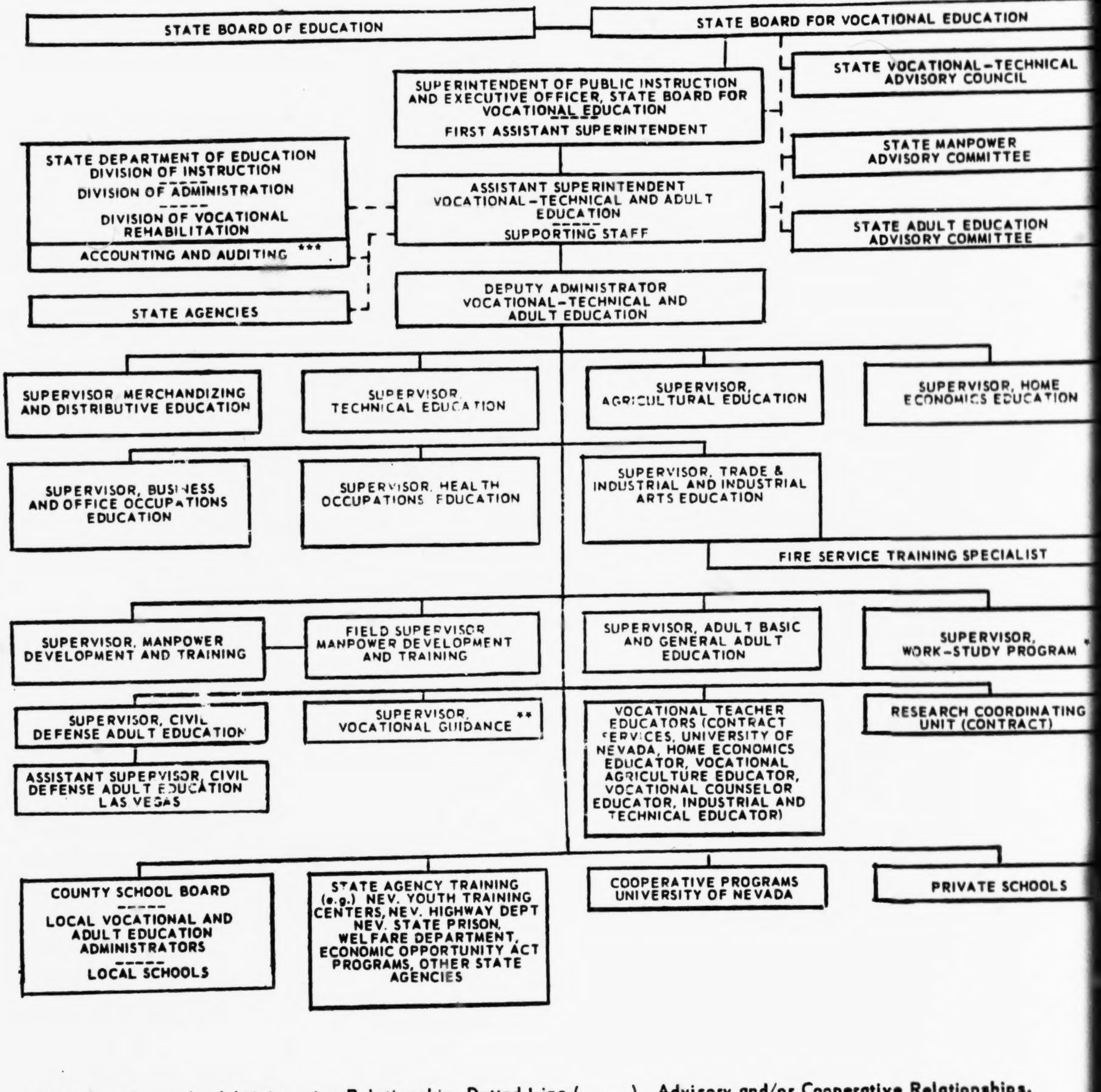
### Administrative Units

The administrative units of the State Board for Vocational Education consist of divisions in the fields of agricultural education, distributive education, home economics education, trade and industrial education, health occupations education, business and office education, and technical education. Each of these administrative units is administered by a state supervisory staff working under the directio of an assistant superintendent, who serves as division director.

The most effective programs of vocational education are generally located in local areas where full-time supervision is provided. Qualified vocational directors, supervisors and coordinators who understand the philosophy and operation of vocational-technical education can make the difference between quality and mediocrity in occupational training programs. Persons assigned as local vocational director, supervisors or coordinators on a full-time or part-time basis need to be placed in the organizational structure of the educational agency so that the assigned authority can bring about desired change.

# ORGANIZATIONAL CHART

## STATE DEPARTMENT OF EDUCATION
## VOCATIONAL – TECHNICAL AND ADULT EDUCATION DIVISION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FIRST ASSISTANT SUPERINTENDENT
STATE VOCATIONAL–TECHNICAL ADVISORY COUNCIL
STATE MANPOWER ADVISORY COMMITTEE
STATE ADULT EDUCATION ADVISORY COMMITTEE
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DIVISION OF ADMINISTRATION
DIVISION OF VOCATIONAL REHABILITATION
ACCOUNTING AND AUDITING ***
ASSISTANT SUPERINTENDENT VOCATIONAL–TECHNICAL AND ADULT EDUCATION
SUPPORTING STAFF
STATE AGENCIES
DEPUTY ADMINISTRATOR VOCATIONAL–TECHNICAL AND ADULT EDUCATION
SUPERVISOR, MERCHANDIZING AND DISTRIBUTIVE EDUCATION
SUPERVISOR, TECHNICAL EDUCATION
SUPERVISOR, AGRICULTURAL EDUCATION
SUPERVISOR, HOME ECONOMICS EDUCATION
SUPERVISOR, BUSINESS AND OFFICE OCCUPATIONS EDUCATION
SUPERVISOR, HEALTH OCCUPATIONS EDUCATION
SUPERVISOR, TRADE & INDUSTRIAL AND INDUSTRIAL ARTS EDUCATION
FIRE SERVICE TRAINING SPECIALIST
SUPERVISOR, MANPOWER DEVELOPMENT AND TRAINING
FIELD SUPERVISOR MANPOWER DEVELOPMENT AND TRAINING
SUPERVISOR, ADULT BASIC AND GENERAL ADULT EDUCATION
SUPERVISOR, WORK–STUDY PROGRAM *
SUPERVISOR, CIVIL DEFENSE ADULT EDUCATION
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VOCATIONAL TEACHER EDUCATORS (CONTRACT SERVICES, UNIVERSITY OF NEVADA, HOME ECONOMICS EDUCATOR, VOCATIONAL AGRICULTURE EDUCATOR, VOCATIONAL COUNSELOR EDUCATOR, INDUSTRIAL AND TECHNICAL EDUCATOR)
RESEARCH COORDINATING UNIT (CONTRACT)
ASSISTANT SUPERVISOR, CIVIL DEFENSE ADULT EDUCATION LAS VEGAS
COUNTY SCHOOL BOARD
LOCAL VOCATIONAL AND ADULT EDUCATION ADMINISTRATORS
LOCAL SCHOOLS
STATE AGENCY TRAINING (e.g.) NEV. YOUTH TRAINING CENTERS, NEV. HIGHWAY DEPT NEV. STATE PRISON, WELFARE DEPARTMENT, ECONOMIC OPPORTUNITY ACT PROGRAMS, OTHER STATE AGENCIES
COOPERATIVE PROGRAMS UNIVERSITY OF NEVADA
PRIVATE SCHOOLS

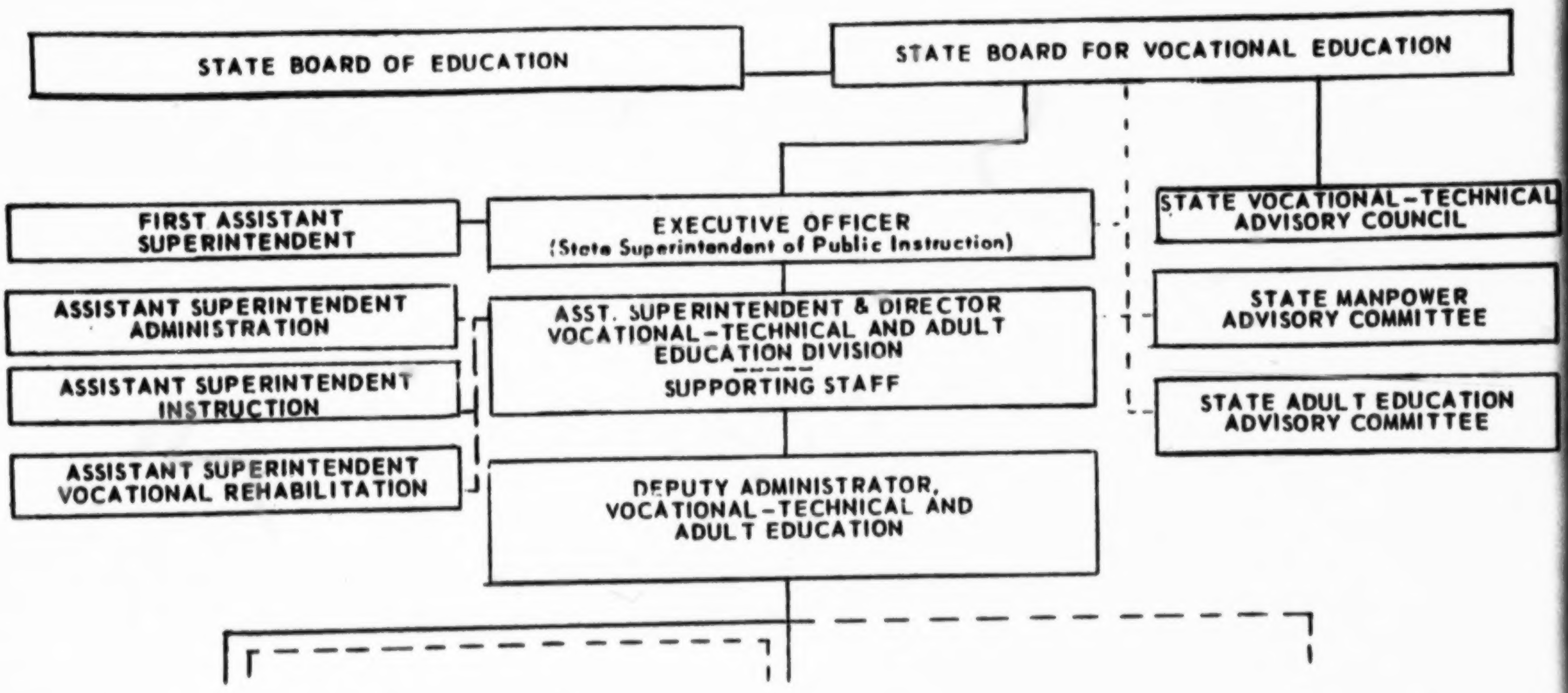
**Solid Line (_____) Administrative Relationship, Dotted Line (_ _ _ _) Advisory and/or Cooperative Relationships.**

**The Assistant Superintendent, Vocational–Technical and Adult Education may delegate supervision of any vocational train program for gainful employment to one or more staff members who are best qualified on the basis of training and experience such program cuts across two or more fields or does not fall within the sphere of the supervisory staff. All staff members maintain a cooperative working relationship between fields of service.**

- * **The Deputy Administrator handles the Work Study Supervisor's duties.**
- ** **The position of Vocational Guidance Supervisor is carried on the Division Budget but functions within the Pupil Perso Guidance Service Section.**
- *** **Financial responsibilities and federal fund accountability require a direct line responsibility to the Accounting Office purchased services.**

# FUNCTIONAL ORGANIZATION

## Vocational-Technical and Adult Education Division


STATE BOARD OF EDUCATION
STATE BOARD FOR VOCATIONAL EDUCATION
FIRST ASSISTANT SUPERINTENDENT
EXECUTIVE OFFICER (State Superintendent of Public Instruction)
STATE VOCATIONAL-TECHNICAL ADVISORY COUNCIL
ASSISTANT SUPERINTENDENT ADMINISTRATION
ASST. SUPERINTENDENT & DIRECTOR VOCATIONAL-TECHNICAL AND ADULT EDUCATION DIVISION
SUPPORTING STAFF
STATE MANPOWER ADVISORY COMMITTEE
ASSISTANT SUPERINTENDENT INSTRUCTION
STATE ADULT EDUCATION ADVISORY COMMITTEE
ASSISTANT SUPERINTENDENT VOCATIONAL REHABILITATION
DEPUTY ADMINISTRATOR, VOCATIONAL-TECHNICAL AND ADULT EDUCATION

### FIELD SERVICES, SUPERVISION, PROGRAM DEVELOPMENT AND REVIEW

Supervisor, Trade & Industrial and Industrial Arts Education
Supervisor, Agricultural Education
Supervisor, Home Economics Education
Supervisor, Merchandizing & Distributive Education
Supervisor, Business & Office Occupations
Supervisor, Technical Education
Supervisor, Health Occupations Education
Supervisor, Vocational Guidance
Supervisor, Manpower Development and Training
Supervisor, Work Study
Supervisor, Adult Basic Education and Adult General Education
Supervisor, Civil Defense Adult Education
Itinerant Instruction
Teacher Education—Home Economics, Vocational Agriculture, Trade & Industrial, Technical Education, Vocational Guidance
Research Coordinative Unit
Experimentation & Demonstrations
Program Evaluation
Program Development
In-Service Teacher Training

### ADMINISTRATIVE SERVICES

Supervision Assignment
Project Review
Program Approval
Program Coordination
Federal & State Reports
Publications
Public Information
Certification Approval
Apportionment Approval
Records & Inventory
Research & Experimentation
Curriculum Development
Policy Formulation
Fiscal Control & Audits
Inspection for Compliance
Teacher Education Conference and Workshop Planning
State Plan Revision & Amendment
Budgets and Work Programs
Legislation
Contracts & Agreements
Requisitions & Supplies
Library Resources
Correspondence
Planning
Reimbursements
Projected Program of Activities
Follow-Up Studies

### COOPERATIVE RESOURCE SERVICES

Department of Education, Instruction Division
Department of Education, Vocational Rehabilitation Divisio
Department of Education, Administration Division
Department of Education, Pupil, Personnel & Guidance Section
State Employment Security Department
State Health & Welfare Department
University of Nevada
Nevada Resources Action Council
State Apprenticeship Council
City & County Agencies
State Board of Nursing
State Board of Cosmotology
State Labor Commissioner
Professional Organizations
State Economic Opportunity Agency
State Highway Department
Joint Apprenticeship Councils
Labor Unions
Trade Associations
Civic & Service Organizations
Educational & Non-Profit Foundations
Federal Agencies
Economic & Industrial Development Agencies
Vocational & Adult Education Advisory Committees
Agricultural Organizations
Medical Organizations

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Supervisors of the various field services shall promote, plan, assist in developing and supervise programs of Vocational-Technical and Adult Education in such areas as are designated by their titles. The Assistant Superintendent may delegate the supervision of any vocational program for gainful employment to one or more of the field services specialists best qualified on the basis of training and experience when such program cuts across two or more fields or does not fall within the sphere of the supervisory staff.

The Assistant Superintendent may delegate responsibilities included within the administrative services to staff members in the field services.

The Assistant Superintendent shall maintain liaison with cooperative resource services that can aid in the further development of Vocational-Technical and Adult Education. He may delegate liaison responsibilities to staff members who are particularly qualified to work with certain resource services.

Solid Line (______) represents administrative relationships. Dotted Line (_ _ _) represents advisory and/or cooperative relationships.

## State Plan

As a condition for the allotment of Federal funds, the State Board is required to adopt and submit to the United States Commissioner of Education a State Plan. The State Plan is to be in conformity with the provisions and purposes of the Acts and Regulations. And the administration of vocational-technical education programs under the State Plan must be kept in conformity with the approved State Plan.

The State Plan is a description of the State Vocational and Technical Education programs. It sets forth the State's authority under State law for its administration of such programs. It includes the policy to be followed by the State in maintaining, extending, and improving existing programs and developing new programs of vocational education so that all persons of all ages in all communities of the State will have ready access to the vocational training or retraining which is of high quality, with offerings that have been developed in the light of actual or anticipated opportunities for employment, and which are suited to the needs, interests, and ability of such persons to benefit from such training.

# FACTORS TO CONSIDER IN DEVELOPING OR EXTENDING VOCATIONAL-TECHNICAL EDUCATION

## Purpose

We are entering on a scientific-technological age in vocational education. How well we participate in this age and serve the welfare of mankind will depend on our ability for and imagination in developing a vocational-technical education program. The Declaration of Purpose for Vocational Education clearly defines this challenge.

> Section 1. It is the purpose of this part to authorize Federal grants to States to assist them to maintain, extend, and improve existing programs of vocational education, to develop new programs of vocational education, and to provide part-time employment for youth who need the earnings from such employment to continue their vocational training on a full-time basis, so that persons of all communities of the State--those in high school, those who have completed or discontinued their formal education and are preparing to enter the labor market, those who have already entered the labor market but need to upgrade their skills or learn new ones, and those with special educational handicaps--will have ready access to vocational training or retraining which is of high quality, which is realistic in the light of actual or anticipated opportunities for gainful employment and which is suited to their needs, interests, and ability to benefit from such training.

## Persons To Be Served

Secondary - High school students who are enrolled in approved vocational courses.

Post Secondary - Those who have completed or left high school and are available for full-time study in preparation for entering the labor market.

Adults - Persons who have already entered the labor market and who need training or retraining to achieve stability or advancement in employment.

Special - Persons who have academic, socio-economic, or other handicaps that prevent them from succeeding in the regular vocational programs provided for in the three above paragraphs.

## Objective of Instruction

Vocational instruction needs to be designed to fit individuals for employment in a recognized occupation. Such instruction will include vocational or technical training or retraining for (1) those preparing to enter a recognized occupation upon the completion of instruction, and (2) those who have already entered on an occupation, but desire to upgrade or update their occupational skills and knowledge in order to achieve stability or advancement in employment. Vocational instruction afforded by funds allotted under Section 3 of the 1963 Act shall be designed only to fit individuals for gainful employment.

All students receiving vocational instruction in preparatory classes under the State Plan will have an occupational objective which is a matter of record. Their objective may either be a specific recognized occupation or a cluster of closely related occupations in the occupational field.

### Occupational Orientation of Instruction

### Instruction Related to Occupation

The instruction will be related to the occupation for which the student is being trained. Instruction shall be of high quality, which is realistic in the light of actual or anticipated opportunities for gainful employment, and which is suited to the needs, interests, and abilities of the student in order that he may receive the greatest benefit from such training.

Instruction related to the occupation for which the student is being trained means instruction which is designed to fit individuals for employment in a recognized occupation and which is especially and particularly suited to the needs of those engaged in, or preparing to engage in, such occupation. Such instruction shall include classroom instruction and field, shop, laboratory, cooperative work, or other occupational experience.

### Instruction Necessary to Benefit From Training

Where necessary the State Board will approve as "vocational" instruction which is designed to enable individuals to profit from instruction related to an occupation for which he is being trained by correcting whatever educational deficiencies or handicaps prevent him from benefiting from such instruction. Such instruction will be provided in courses which are an integral part of the vocational education program in which the student is enrolled.

# GOALS FOR VOCATIONAL-TECHNICAL EDUCATION

As part of the planning for the development of vocational-technical education in Nevada, and to provide appropriate educational opportunities in services to all citizens in all communities of the State, the State Board for Vocational Education with the advice of the Nevada Vocational-Technical Advisory Council, adopted the following goals:

1. Occupational education programs should be broadened and extended with special consideration to employment needs and skills and to present and future labor market needs.

2. Programs and services should be provided to correct educational deficiencies for handicaps which prevent persons from benefiting from instruction essential to employment. Vocational guidance and counseling should be provided at all levels of programs, and recourse should be available to other social services and agencies where needed.

3. Expansion of programs should be accomplished by a comprehensive program of research and demonstration of occupational education and related programs.

4. Programs should be planned to include persons of many age groups, of varying educational status, of divergent abilities and needs, and at all locations in the State. Existing educational agencies, and new facilities especially concerned with the area vocational school concept. should be constructed and utilized as needed.

5. Vocational guidance, consisting of personal and educational guidance relating to occupational programs and employment opportunities, should be developed consistent with Goal No. 1. This service should be available to students, parents and employers.

6. Work-study programs should be available to qualify youth to commence or continue occupational preparation in high school and post-secondary vocational programs.

7. As a means of preparing adults to enter the labor market or to upgrade skills or acquire new ones, pre-employment training and retraining should be available to adults in schools in classes conducted by local public schools, area schools, post-secondary schools and other public and private institutions. Practical related instruction, supplemental to on-the-job training, should be accessible to apprentices and other trainees throughout their work experience.

8. Programs should be coordinated under the Nevada State Plan For Vocational Education with emphasis on articulation of both general and occupational education at the secondary and post-secondary educational levels.

9. Leaders in education should improve their understanding with respect to the articulation of both general and occupational education at the secondary and post-secondary school levels.

10. Quality should be assured by improving administration, instruction, supervision, instructional materials, and leadership education. Programs and activities should be developed for this purpose.

11. State Board policies should be adopted to provide needed incentives to extend occupational education programs in all areas of the State, especially in areas where they are not now accessible and to extend secondary vocational education programs through to completion on a post-secondary level wherever needed and to develop new post-secondary pre-employment occupational training programs.

12. Full utilization should be made of school facilities for occupational education. Such facilities should be used on a full-time day basis and on an evening school basis. Occupational education should not be limited to a regular school program but be extended to full-time summer school programs and extended day school programs.

13. Occupational education training barriers need to be removed in the public secondary schools and a realistic look need be taken in developing an educational climate to meet the needs of all students. If crowded schedules, mandated subjects, and such barriers preclude realistic occupational training programs, then consideration should be given to the issuance of a vocational high school diploma.

# PLANNING VOCATIONAL-TECHNICAL EDUCATION PROGRAMS

Planning a program of vocational-technical education involves important considerations identified with the purposes of programs designed to prepare students for gainful employment--wage earning or income-producing employment. The first of these considerations is:

DETERMINATION OF THE EMPLOYMENT OPPORTUNITIES IN THE AREA SERVED BY THE SCHOOLS IN VARIOUS TYPES OF GAINFUL EMPLOYMENT.

## Necessity of Determining Employment Opportunities

Job opportunities must exist in sufficient numbers in the occupation or the occupations for which training programs are being contemplated to give reasonable assurance that students trained in the program will upon completion have ample opportunity to enter full-time employment in the job classification for which they will have been prepared.

## Conducting Occupational Surveys

Occupational surveys are necessary to determine employment opportunites and to provide realistic bases for deciding upon the type of program or programs needed to prepare students for occupations actually existing or reliably anticipated to exist in the area served by the school. The factor of youth migration from rural to urban areas needs to be considered in determining occupational opportunities. These surveys must be designed to provide employment data and forecasts as to need for employees in an occupation, or related occupational groups, at the time the applying school requests approval of a program or programs, and such annual needs in the future projected for five years. Availability of this reliable information will provide definite and realistic bases regarding immediate and continuing needs for programs and the extent of job opportunities for students in the occupations surveyed.

## Utilizing Data Revealed in Surveys

Data recorded in the surveys should be analyzed as to the occupations revealing the greatest number of employment opportunities. Priority in requesting approval of new programs should be based upon those most urgently needed in terms of the greatest number of employment opportunities as revealed in the surveys. Staff members of the Nevada State Board for Vocational Education are available to school officials in interpreting survey reports.

## Requesting Assistance in Making Surveys

Upon request of a superintendent of schools who is contemplating adding or expanding programs to prepare students for gainful employment, members of the vocational-technical education staff of the State Department of Education are available to assist in organizing occupational surveys to determine needs for programs. Occupational data and employment forecasts available from the Nevada State Employment Security Department will be utilized in preparation of survey reports. Requests for assistance in organizing surveys should be made to:

Vocational-Technical Education Division
State Department of Education
Carson City. Nevada 89701

The second important consideration in program planning is:

STUDENTS CONTEMPLATED TO BE ENROLLED MUST HAVE THE INTEREST, APTITUDE AND ABILITY NECESSARY TO BENEFIT FROM THE PROGRAM IN TERMS OF:

I. Having as their objective entrance into full-time employment in the occupation for which they are to be trained upon completion of the program.

II. Having the aptitudes, abilities and characteristics necessary for employment in the occupation for which they are to be trained.

"Individuals will be selected for enrollment in classes providing instruction for each type of occupational field on the basis of their potential for achieving competence in the occupation through such instruction, except that individuals will be selected for instruction in special classes for persons with special needs if such individuals have academic, socio-economic or other handicaps that have prevented or would prevent them from succeeding in the other vocational education programs and therefore require instruction which is especially designed to enable such individuals to develop competency adequate for employment in a recognized occupation."

Importance of Providing Programs of Guidance and Counseling

Planning of programs suited to the needs, interests and abilities of students to benefit from such programs requires a provision for realistic guidance, counseling and testing programs by the schools. Programs of guidance need to include information to students regarding opportunities for employment in the occupation or occupations for which training programs are contemplated to be established, and other information necessary for realistic vocational planning.

Importance of Considerations I and II in Program Planning

Decision-making in final determination of the type or types of vocational education programs to be initiated, therefore, must be based on both of these considerations described above. The number of students contemplated to be enrolled in the programs must be dependent upon the number of existing or anticipated opportunities for gainful employment in the area served by the school in the occupation or occupations included in a particular program of vocational education as authorized in the programs sections of this guide.

A third important consideration relating specifically to decision-making in determination of the program or programs to be initiated is:

THE EXCLUSION OF ANY PROGRAM DESIGNED TO PREPARE INDIVIDUALS FOR

OCCUPATIONS GENERALLY CONSIDERED TO BE PROFESSIONAL OR AS REQUIRING THE BACCALAUREATE OR HIGHER DEGREE.

A fourth important consideration in planning programs must include provisions for:

ADEQUATE CLASSROOM, SHOP, LABORATORY, ON-THE-JOB SUPERVISED WORK EXPERIENCE AND TRAINING IN COOPERATIVE PART-TIME PROGRAMS, EQUIPMENT, SUPPLIES, ADEQUATE TIME FOR INSTRUCTION AND PROGRAM COORDINATION WITH EMPLOYMENT, EMPLOYMENT OF EDUCATIONALLY AND OCCUPATIONALLY COMPETENT INSTRUCTORS AND OTHER FACILITIES NECESSARY FOR ORGANIZING AND CONDUCTING VOCATIONAL EDUCATION PROGRAMS OF HIGH QUALITY PREPARING STUDENTS FOR GAINFUL EMPLOYMENT.

Information regarding policies relating to these requirements is contained in the programs sections of the guide.

Advisory Committees

Local public educational institutions should establish advisory committees to provide advice relating to planning, conducting and evaluating quality and effectiveness of programs. These committees should be appointed by the superintendents of schools. When a school is conducting several types of programs, an over-all advisory committee should be established to advise school officials, teachers and guidance counselors regarding the total program. And, a committee for each program being conducted--or a subcommittee of the over-all committee should be appointed to advise the schools in regard to the particular program that the committee, or the subcommittee, is appointed to serve.

"The program of instruction will be developed and conducted in consultation with potential employers and other individuals or groups of individuals having skills in and substantive knowledge of the occupation or occupational field representing the occupational objective."

Evaluation of Programs

Schools are required to evaluate the quality and effectiveness of each program being conducted and to make revisions and improvement as needed to result in programs being realistic in the light of actual or anticipated opportunities for gainful employment in the area served by the school and suited to the needs, interests, and abilities of students to benefit from the program in which they are enrolled in terms of acquiring the knowledge and skills necessary for entry upon and success in employment in the occupations for which they are trained. Advisory committees with membership consisting of employers and employees can be of valuable assistance in evaluating the quality and effectiveness of programs.

As a phase of evaluation of the quality and effectiveness of programs, schools are required to maintain follow-up records regarding the placement and employment of students after completion of programs in the occupations for which they are trained, in other occupations, numbers entering college instead of employment, and other follow-up information.

### Consultative Services and Evaluation of Programs by Staff Members of The Nevada State Board for Vocational Education

In cooperation with school officials, staff members of the State Board for Vocational Education have a responsibility to provide consultation regarding interpretation of policies for initial and continuing approval of programs, methods of organization and operation of programs, evaluation of the quality and effectiveness of programs and making recommendations for revisions and improvement as needed.

### Eligibility of Local Public Schools For Funds For Programs of Vocational Education In Relation to The Civil Rights Act of 1964

Approval of the compliance plan under the Civil Rights Act of 1964 by the United States Commissioner of Education is necessary before a local public school is eligible for funds for the vocational education program.

### Auditing Records of Public Educational Agencies

Records and financial documents relating to expenditures claimed for reimbursement on vocational education from the State Department of Education will be subject to audit by staff members employed by the Department of Education.

### Access to Instruction Offered Inside Area of State Board, or By Same Local Educational Agency

To the extent that facilities are available, each type of program of vocational instruction offered by the State Board will be made available to all individuals residing in the State, and each program of instruction offered by a local educational agency will be made available to all individuals residing in the district or community served by the local educational agency offering such instruction if such individual is otherwise available and qualified to receive such instruction in accordance with the standards and requirements in the Nevada State Plan for Vocational Education. The fact that an individual resides in a certain attendance area within such district or community shall not preclude his access to a program of instruction available to other individuals residing in other locations within the district or community, if access to a reasonably comparable program is not otherwise available to him.

### Soundness and Quality of Instruction

### Up-to-date Instruction

The program of instruction will include the most up-to-date knowledge and skills necessary for competencies required in occupations or occupational field in which the individual is being prepared, or upgraded, or updated.

### Duration and Intensity of Instruction

The program of instruction will be sufficiently extensive in duration and intensive within a scheduled unit of time to enable a student to develop competencies necessary to fit him for employment in the occupation or occupational field for which he is being trained. Programs of instruction may commence on the secondary level and be completed on the post-secondary level in such occupations where adequate time is not available to complete the training program on the secondary level. Likewise, programs of instruction may be based upon an analysis of the occupation for which training is given. The instruction need not follow the regular schedule of a secondary school, but can include planned extended day school, summer school or evening school schedules.

### Supervised Practical Experience

The program of instruction will combine and coordinate related instruction with field, shop, laboratory, cooperative work, or other occupational experience which is appropriate to the vocational objective of the student, and is of sufficient duration to develop competencies necessary to fit him for employment in the occupation or occupational field for which he is being trained, and is supervised, directed, or coordinated by a person qualified in accordance with the Certification Requirements of the Nevada State Department of Education.

### Scheduling Time for Planning, Organizing, Conducting and Coordinating the Programs

Full-time or part-time secondary school programs should agree to provide scheduled time for planning, organizing, conducting, and coordinating the programs. The school shall schedule sufficient time for supervision by vocational teachers of vocational students in their required supervised farming programs, home experience programs, or part-time employment and on-the-job training in cooperative part-time programs.

### Programs of Vocational Education for High School Students

The objective of each program of vocational education for high school students is to prepare them to enter gainful wage-earning or income-producing employment upon completion of the program in which they are enrolled, except the program of vocational homemaking education preparing high school girls to become homemakers. Each program is designed to be an integral part of the total program of education for high school students, supplementing but not supplanting any phase of the academic curriculum.

# PROVISION OF TRAINING NEEDED BY STUDENTS THROUGH COMBINED EFFORTS OF TWO OR MORE PROGRAMS OF VOCATIONAL EDUCATION

In order to perform adequately and efficiently in some occupations, persons need instruction in two or more of the traditional areas of vocational-technical education. This need has implications for the interrelationship that should be developed between the various vocational education programs including the "team approach" or cooperative efforts of instructors in two or more vocational program fields to provide the instruction students need rather than for one program to attempt to supply training for which the teacher of that program does not have occupational experience background enabling him to conduct specific instruction.

The important consideration is to provide students the specific instruction they need in order for them to learn the knowledge and skills required in an occupation. Examples of this need for interrelationship of programs are:

Some students preparing for employment in service stations may require competencies in marketing and selling, in office operations and in automobile mechanics. Hence, three programs should contribute to providing these knowledges and skills--distributive education in providing the marketing instruction, vocational office education in providing the knowledge needed with regard to office operations. and vocational industrial education in relationship to the competencies needing to be learned regarding automobile mechanics.

Some students preparing to be employed in farm machinery establishments may need competency in marketing, agriculture, machine repair, maintenance and operation. Hence distributive education should provide the training students need in marketing, the agriculture program should provide the training needed by these students with relationship to the functions of the farm equipment in agriculture, and some of the instruction with regard to machine repair, maintenance and operation, should be provided as farm mechanics in the vocational agriculture program. However, in the manufacture of farm machinery where some phases of machine shop training and other instruction of an industrial nature are involved, the vocational industrial education program should supply these types of training.

## GENERAL POLICIES ON PROGRAMS OF VOCATIONAL HOME ECONOMICS EDUCATION PREPARING STUDENTS TO BECOME HOMEMAKERS

This program with the objective of preparation of high school girls to become homemakers is not intended nor is it approved to provide training to prepare students for gainful employment in wage-earning or income-producing occupations.

As provided in the program section of vocational home economics education, a separate class or classes having a specific objective of training high school students for gainful employment in occupations requiring knowledge and skills in home economics subjects may be included in this program. Such class or classes will be required to be justified and conducted in accordance with the policies applying to other programs preparing students for gainful employment.

The 1963 Vocational Education Act precludes the use of the Federal funds this Act produces to prepare students to become homemakers. Its provisions are limited to preparing students for gainful employment. The Smith-Hughes and George-Barden Acts, however, do permit the use of Federal funds in the vocational home economics education programs with the objective of useful employment in the home. Because of the funding differences there are reimbursement limitations for vocational home economics education programs not leading to gainful employment.

# LEVELS OF VOCATIONAL-TECHNICAL EDUCATION

## Secondary

The program of vocational and technical instruction on a secondary level shall consist of vocational education in agriculture to prepare students for work of the farm and other agricultural occupations; vocational education in home economics: preparing students for gainful employment and preparing students for useful employment in the home; vocational education in trades and industry; vocational education in distributive occupations; vocational education in health occupations; technical education programs; vocational education for office occupations; vocational education for service occupations; vocational education for those with socio-economic, educational or other handicaps; cooperative programs in trade and industrial education, vocational agriculture, distributive education, technical education, office occupations training and health service occupations. Special programs may also be established for students who have left full-time study to prepare them for entering the labor market. Programs may be set up on either a full-time or part-time basis.

## Post-Secondary

Vocational-technical education programs may be established for those who have completed or otherwise left the full-time school and are available for full-time study on a post-secondary level. Such programs may be an extension of the secondary programs or programs that are completed on the post-secondary level. Vocational and technical education programs conducted on the post-secondary level shall not be designed to lead to a baccalaureate or higher degree, nor shall they be professional in nature as determined by the United States Commissioner of Education.

## Adult

Vocational and technical education programs for persons who have already entered the labor market and who need training or retraining to achieve stability or advancement in employment and those who can gain from instruction that is supplemental to their daily employment shall be included in the adult vocational and technical education program. Such programs may be conducted on a full-time or part-time basis and designed for training or retraining for gainful employment, which do not lead to a baccalaureate or higher degree.

## Special Needs Programs

Vocational and technical education programs may be established for persons who have academic, socio-economic, or other handicaps that prevent them from succeeding in the regular vocational education program. Special needs programs are designed to train the student for gainful employment by aiding him to overcome the handicap that prevents him from succeeding in a regular vocational education program. The instruction may include skill training and that necessary related training to accomplish the training objective.

# DEFINITIONS

## Types of Occupations Defined

Business and Office Occupations are those activities which facilitate the achievement of the goals of production and distribution in the economic system. These activities may include, but not be limited to, reporting and retrieval of data; supervision and coordination of activities; internal and external communications of organizations; and the reporting of information.

An Agricultural Occupation means an occupation involving knowledge and skills in agricultural subjects which have the following characteristics: (1) the occupation includes the functions of producing, processing, and distributing agricultural products and includes services related thereto, (2) the occupation requires competencies in one or more of the primary areas of plant science, soil science, animal science, farm management, agricultural mechanization, and agricultural leadership.

A Distributive Occupation means an occupation that is followed by proprietors, managers, or employees engaged primarily in marketing or merchandising of goods or services. These occupations are commonly found in various business establishments such as retailing, wholesaling, manufacturing, storing, transportation, financing and risk-bearing.

Vocational Home Economics (Useful) means education which provides instruction which will enable families to improve their family life through more effective development and utilization of human resources.

Vocational Home Economics (Gainful) means instruction that qualifies individuals to engage in occupations involving knowledge and skills in home economics subject matter areas, e.g., child development, clothing and textiles, food and nutrition, home and institutional management, home furnishings and equipment, etc. Included are such occupations as those which provide services to families in the home and similar services to others in group situations, those which provide assistance to professional home economists and professionals in fields related to home economics in business, agencies and organizations; and other occupations directly related to one or more home economics subject matter areas.

Trade and Industrial Education means education which includes any subject which is necessary to develop the manipulative skills, technical knowledge, and related information such as job attitudes, safety practices and trade judgment necessary for employment in a trade and industrial occupation.

Trade and Industrial Occupation means any craft, skilled trade or semiskilled occupation which directly functions in the designing, producing, processing, fabricating, assembling, testing, modifying, maintaining, servicing, or repairing of any product or commodity or any other occupation including a service occupation which is not covered above but which is usually considered to be technical or trade and industrial in nature.

Vocational Education in Health Occupations is designed for persons who are preparing to enter one of the health occupations, and for persons who are, or have been, employed in such occupations in hospitals or other health agencies. "Other health agencies" means institutions or establishments other than hospitals which provide patients with medical or nursing services under the direction of a doctor or a registered professional nurse.

The health occupations render supportive services to the health professions such as nursing, medical and dental practice, all of which are concerned with providing diagnostic, therapeutic, preventive, restorative and rehabilitative services to people.

Technical Education is designed to train persons for employment as highly skilled technicians in recognized occupations requiring scientific knowledge in fields necessary for the national defense.

## SPECIAL NEEDS PROGRAMS

This program of occupational training is designed for in-school students 14 years of age or older who have academic, socio-economic, or other handicaps that prevent them from succeeding in regular programs of vocational education. The program consists of a combination of a modified or upgraded academic curriculum and occupational training, providing these students with a dual educational opportunity for achievement in acquiring basic education skills and preparation for employment to the maximum potential of their abilities.

These students usually have one or more of the following characteristics:

1. Low or under-achievers, usually average. They are often handicapped academically because of low scholastic ability and/or lack of educational and cultural advantages. Retarded by one or more grades, they are potential dropouts.
2. Low ability in communication skills. They are at a disadvantage with other students because of low reading ability, lack of verbal fluency, creativity, ability to think abstractly, capacity for deferred gratification, short attention span, and slowness of learning.
3. Irregular attendance, frequently tardy and disinterested in school. They feel that they are second-class citizens at school and as a result do not like school, believe they cannot learn, and feel their teachers neither accept nor understand them.
4. Have no personal goal, lack a sense of purpose, lack self-confidence, and often develop negative images. Because there is a lack of opportunity for them at home or in the neighborhood to become acquainted with a way of life different from their own or with persons in occupations of a higher status than those with whom they associate, they may not be motivated to attend school or to want something better. Standards of the family and neighborhood may discourage them from aspiring to a higher level of achievement or way of life.
5. Normal or above normal in potential ability to achieve satisfactorily in school but have failed courses for various reasons, such as, dislike of teachers and school, improper attitudes, poor study habits, laziness, poor reading ability, or have been enrolled in courses without adequate guidance and counseling.
6. Are members of families of low income or long-time recipients of welfare payments, or other subsistence. Often children from these families lack money for adequate clothing, food, or for participating in school activities requiring incidental expenses. These conditions contribute to feelings of insecurity and hopelessness, resulting in under-achievement in school.

Objectives of the Program - The program of occupational training has the following objectives to meet the needs of students having academic, socio-economic or other handicaps preventing them from succeeding in regular, or high-level programs of vocational education:

1. To provide a type of program, both academic and occupational, appealing to students having academic, socio-economic, or other handicaps in encouraging them to remain in school, and encouraging such students who have dropped out to return to school.

2. To develop student attitudes, appreciations and understandings in relation to the school and the value of an education, respect for himself, his peers, and his country, and through providing motivation and opportunity to achieve at his level, providing him with a sense of succeeding.
3. To enter students in the program at their present academic level and assist them to progress to their maximum level of achievement.
4. To provide specialized vocational guidance and counseling for these students, including psychological and occuaptional aptitude testing.
5. To provide students with occupational training preparing them for gainful employment in jobs requiring low levels of knowledge and skills, or through participation in this program, prepare them to enter regular high school vocational education programs, preparing them specifically for gainful employment in occupations requiring higher levels of training.

Students Eligible for the Program - Students must be 14 years of age or older and have academic, socio-economic, or other handicaps preventing them from succeeding in regular programs of vocational education. Such students are usually two or three years below normal achievement in several academic courses.

Characteristics of Approvable Programs

Academic Phase of the Program - The academic portion of the program must be a special academic curriculum departing from traditional standards, and be conducted on an ungraded basis. Language, mathematics, science and other courses must be adapted to the level and learning ability of the students. Students handicapped in reading ability must be provided remedial reading instruction instead of traditional English. Students of low achievement in mathematics, science, or social studies must be given remedial instruction. Other academic provisions are:

a. Curricula must be flexible in all subject matter to teach on the achievement level of the student.
b. Remedial work shall be given students in areas of low-level achievement, parallel with identified ability.
c. Primary emphasis will be on the basic tools of language arts and mathematics, including skills in reading, speech, writing and listening and in acquiring basic arithmetic skills.
d Content of academic instruction will be functional with practical application to occupational training.

Occupational Phase of the Program - The occupational training portion of the program will consist of a combination of classroom instruction with shop training, or actual on-the-job training, with students placed in part-time employment in the community. Training should be on a level adapted to the interests, aptitudes, and ability of the students.

The beginning phases of the training program for boys must be in relation to a cluster of occupations such as general building trades, general mechanical trades or general metalworking trades. The program for girls in initial stages may be in an occupational cluster relating to employment available to women such as domestic jobs, employment in child care centers, or in clerical and office work. However, these suggestions are not intended to imply that separate programs should be organized for girls and boys, since employment opportunities are available to both in many occupations.

As students progress in the program with adequate counseling and guidance, the occupational objective for which they have appropriate interest, aptitude and ability should become evident. Specific training programs must be included in the plan of organization proposed by schools applying for approval of programs.

## Qualifications of Teachers

1. All counselors and teachers will be chosen because they have a deep desire to help students having academic, socio-economic or other handicaps.
2. Academic teachers shall hold regular teaching certificates in the areas that they will teach.
3. Teachers of occupational training phases of the program shall hold a vocational teaching or coordinator certificate.

## Program Organization

Organization of the programs by the schools will be to meet the needs of individual students. This type of a special need combination of academic-vocational education programs may involve many different patterns in order to meet the needs of the students in differing communities. Therefore, it is the policy of the Nevada State Board for Vocational Education that each school administrator desiring to conduct this special program should organize the type of proposed program believed to be needed by students in the applying district and submit the applications for approval. However, since an occupational training program for youth with special needs differs in many respects from regular vocational education programs, it is suggested that the following criteria be used in developing a proposal:

1. State the purposes and objectives of the program of occupational training. Include immediate and long-range goals and supply information to justify a program of occupational training in their school.
2. List separately the number of boys and girls to be enrolled in the program, their ages and the highest grade in school they have completed.
3. List criteria used and method used in selecting students for occupational training.
4. Develop and submit a brief course outline for the academic program. (Specific skills to be developed in an upgraded or modified curriculum.)
5. Develop and submit a brief course outline of the vocational training to be offered for the first year. Specify the shop or laboratory skills to be developed.
6. Prepare and submit an outline of a special guidance and counseling program for students in this program.
7. Prepare proposed budget for the program, including:

    a. Academic teachers to be used in program and portion of their time and salary to be devoted to this program.
    b. Occupational training teachers to be used in program and portion of their time and salary to be devoted to this program.
    c. Guidance counselors (if) to be used in program and amounts of their time and salaries to be devoted to this program.
    d. Other professional personnel.
    e. Amount of travel proposed for above personnel for this program during the year.
    f. List instructional equipment and supplies needed for programs by

different courses and schools, if more than one school campus is involved, and cost of this equipment.

g. List instructional materials such as special remedial reading materials needed and costs of these items.

Financing Programs - When approval of a special needs occupational training program is given, application for reimbursement is then made on the regular VED-1 form in the same manner as for all other vocational teaching personnel. Since special education funds are built into the State's aid formula, it is recommended that vocational education funds participate in the salaries and travel of vocational teachers assigned to the program. The portion of salaries of academic teachers and guidance counselors allocated to the program is to be used by the local educational agency to match the salaries and travel of the vocational teachers.

Occupational Class Schedules - Laboratory or shop classes shall be taught for a minimum of two consecutive class periods per day, five days each school week.

Occupational guidance and counseling shall be provided by a qualified counselor outside of the laboratory or shop class.

A teacher who is teaching two or more occupational training laboratory or shop classes or two cooperative occupational training classes shall be considered as a full-time teacher.

The training of all students enrolled in part-time cooperative training shall be, with the exception of grade placement, conducted in accordance with the State Board policy pertaining to all part-time vocational programs.

For effective instruction and supervision, it is recommended that not more than 15 students be enrolled in any one shop or laboratory class.

## THE WORK-STUDY PROGRAM

Objectives - The program is designed to provide part-time employment for students in public education agencies or some other public agency or institution who need the earnings from employment to commence or continue their vocational training. The opportunity for part-time employment should help many students who need financial assistance to stay in school or return to school.

State Administration and Leadership - The State Board shall approve, supervise, and evaluate work-study programs administered by public schools.

Responsibilities of Public Schools -

1. Making application for prior approval of work-study programs for one or more students when it is determined they are enrolled in approved vocational education programs leading to gainful employment and who have a need for the earnings from employment to remain in or return to school.
2. Determining work stations and assigning approved students to jobs under adult supervision.
3. Paying approved students for actual work performed at the end of the month or each two weeks, if desired, withholding social security and income taxes in accordance with law and school district procedures.
4. Maintaining work records of actual time students perform work, nature of the work assignment, hourly rate of pay, total amount paid by check with number, and the adult supervisor in charge of students while at work.
5. Preventing approved work-study students from supplanting any present employees who ordinarily perform such work.
6. Denying employment to an approved work-student when employed under any other work-study program or under the Neighborhood Youth Corps program of the Economic Opportunity Act of 1964.
7. Supervising students approved under the work-study program and determining their effectiveness in terms of services to the district, retention of potential dropouts, and returning unemployed out-of-school youth to school.
8. Determining students in good standing in their full-time school program, a part of which is their approved vocational education program preparing them for gainful employment.
9. Determining the local prevailing hourly rate of pay for approved students.
10. Applying for reimbursement of funds expended for approved work-study students.

Priority - Priority in approval of schools and students of the funds available for work-study programs will be given to schools having substantial numbers of school dropouts and unemployed youth 15 years of age and less than 21 years of age who need financial assistance to enter or continue in a full school program, part of which is an approved program of vocational education preparing for gainful employment. Public educational agencies must have job opportunities available for the employment of approved students in a public agency or institution.

Eligibility and Selection of Students - A work-study program may be approved for an eligible student provided (a) a student shall not be employed in excess of 15 hours in any week during the school year, and (b) compensation shall not exceed $45 in any month or $350 in the regular academic year, unless the student is attending a school which is not within reasonable commuting distance from his home, in which case the compensation may not exceed $60 per month or $500 per academic year. Employment under the work-study program will be furnished only to a student who (a) has been accepted for enrollment in a full school program, a part of which is an approved vocational education program preparing for gainful employment or for a student already enrolled in such a program, is in good standing and in full-time attendance, (b) is in need of the earnings such employment in the work-study program to commence or continue his vocational education program, and (c) is at least 15 years of age and less than 21 years of age at the commencement of his employment in the work-study program, and is capable in the opinion of school authorities of maintaining good standing in his school program while employed.

Determination of Financial Need - Determination of financial need of students for earnings in order to commence or continue participation in vocational programs should take into consideration student and family income, including wages, social security, aid to dependent children, retirement benefits, and welfare support; occupation of person supporting family; and number of family members living at home. Financial assistance from employment for students should be based on the amount of money needed for clothes, school lunches, participation in school activities and personal necessities. All students will not have the same financial needs and will not be capable of working the maximum number of hours per week while maintaining good standing in their full-time school program.

Type of Work Students May Perform - Students may participate in job assignments in or around the public educational agency. Work must be performed by the student. Some of the types of work activities a student may perform are as follows: teacher aides, school shop or laboratory assistant, work in school office such as typist or receptionist, cafeteria worker, library assistant, repairman, assistant in grounds and building maintenance, and school bus maintenance helper. Whenever possible, it is desirable to relate the work activity to the educational program of the student in vocational education. Students should be placed in jobs where their vocational competencies and interests can best be utilized. Through careful consideration of the possibility for work opportunities, there should emerge a series of work-study job placement related to the students' educational programs.

Places of Employment in Places Other Than Public Educational Agencies - Public agencies--local, State and Federal--are eligible as places of employment for students participating in the work-study program. Public agencies, departments and commissions, such as the courts, fire and police departments, hospitals, housing authorities, and public works, health, welfare, conservation, recreation, libraries, parks and playgrounds are eligible public agencies for the employment of work-study students.

Eligible Vocational Education Programs - Students enrolled in vocational education programs defined in this manual and approved by the Division of Vocational-Technical Education, Nevada State Department of Education, such as the following meet the requirements for training in a gainful, wage-earning or income-producing occupation: auto body repairmen, auto mechanics, building construction trades, commercial cooking, cosmetology, drafting trades, dry cleaning and finishing, electrical trades, industrial electronics, metal trades, printing, radio and television servicing, refrigeration and air-conditioning, data processing, vocational agriculture, and laboratory-type programs in vocational office education. Academic, socio-economic or other handicapped students enrolled in an approved occupational training program are eligible also. These represent only a partial listing as students may be eligible when enrolled in other approved programs training for gainful employment. Students enrolled in regular vocational homemaking education programs are not eligible because this program is not designed to prepare for gainful employment, nor are students enrolled in cooperative part-time training programs since they receive wages for part-time employment and work experience as a part of their respective programs. Industrial arts and general business education students are not eligible since they are not approved vocational education programs.

The rate of reimbursement is 75 percent on the amount approved for each of the fiscal years ending June 30, 1967 and June 30, 1968.

# TEACHER TRAINING

Another function of the State Board is that of providing for the training of teachers of vocational and technical subjects. The following statement is quoted from the Nevada State Plan for Vocational Education:

"Vocational education under this State Plan will include the teacher-training programs (both pre-employment and in-service) which are adequate to provide for a sufficient supply of qualified teachers, supervisors, and other vocational education personnel in the State" and "The State Board through its staff shall be responsible for implementing, maintaining and supervising programs of teacher-education when such programs are economically feasible and necessary to maintain an adequate supply of teachers, administrators and other professional personnel necessary to fully implement the provisions of this State Plan. Teacher education may be sponsored directly by the State Board, arranged for through the University of Nevada, county school districts, or contracted from qualified institutions in other states or private institutions. Pre-service and in-service teacher education shall be provided under this State Plan. The State Board through its staff shall determine the type of training necessary for teachers, supervisors, directors, administrators and counselors for both in-service and pre-service professional education and subject matter programs. Teacher education may be provided through full-time teacher preparation courses, workshops, conferences, or through the services of State supervisors, local directors and itinerant teacher-educators working on a group or on an individual training basis.

"Teacher education programs may be established in the vocational and technical education services including vocational agriculture, home economics, trade and industrial, business and office occupations, distributive occupations, health service occupations, technical occupations and vocational guidance and counseling. Personnel employed to provide teacher and/or counselor education shall meet qualifications as specified in the State Plan.

"In implementing programs of teacher education consideration will be given to persons to be served including vocational education on the secondary level, vocational education on the post-secondary level, vocational education for adults, vocational education for those with socio-economic, educational or other handicaps.

"The State Board staff shall be responsible for supervising programs of teacher-training authorized under this State Plan."

The State Board is, therefore, charged with the responsibility of approving teachers who meet minimum standards of the State Plan in order to insure that the basic philosophy in vocational education is understood and the teaching program organized to meet the needs of the individuals in their chosen fields.

## ADVISORY COMMITTEE IN VOCATIONAL-TECHNICAL EDUCATION

The term "Advisory Committee" refers to a committee appointed by school authorities to advise and assist them in conducting a class or program in vocational education as a part of the community program in education.

Purpose of the Advisory Committee - The purpose of the Advisory Committee is to make the vocational-technical program as effective and meaningful as possible to persons being trained in the vocation and in the community. The Committee as the result of its observations and knowledge will assist the school in forming a training program involving skills and technical knowledge which successful workers in a given vocation must possess. The Committee will assist in translating these skills and knowledges into the form of an educational program which schools may place in actual operation for the benefit of youth and adults.

Advisory Committee Appointed By School Board - The Advisory Committee of three to ten persons should be appointed by the Board of Trustees of the school district. Appointees to the Committee may be recommended by the organization they represent. Advisory Committees for agriculture and homemaking may be composed of persons qualified by training, experience and ability in those particular vocations. In business and office education and trade and industrial education, the Advisory Committee will be composed of an equal number of persons representing management and representing labor in the specific vocation. In technical education there must be at least one member representing the users of technicians, one technician or engineer and one educator on the Committee. Terms of appointment may best be staggered to provide continuity of program and policies. The Committee should elect its own officers. Necessary duplication of minutes and Committee reports should be done by the school.

The Function of the Advisory Committee - The function of the Advisory Committee is that of study and observation of both the specific vocation and the vocational training program for the purpose of keeping the training closely related to the skills and knowledge required for successful employment in the vocation. Space, equipment and supplies may well come within the area of advice and assistance from the committee and an effective instructor and his class will profit from such practical assistance. The sequence of jobs, the religious knowledge and the teaching methods are determined by the instructor with the advice and assistance of the Advisory Committee. The Advisory Committee, however, is never administrative or policy-making in function, as such responsibilities rightfully belong to the Board of School Trustees and their administrators. Neither should the Committee or any of its members attempt to function in the capacity of teacher of a class. There remains, however, an area in all vocational education instruction where the Advisory Committee may render a function of inestimable value to both the trainee and the vocation.

Importance of the Advisory Committee - Results of vocational-technical education instruction in instances where Advisory Committee services have been available and effectively used, prove the value of such services. Instruction in agriculture has become infinitely correlated with all agencies and organizations which deal with farm problems, thus binding reality and significance to instruction in agriculture. Homemaking, a vocation in which nearly all girls will engage, is being taught in terms of actual home and family living situations, because Advisory Committees have aided or may aid in making it realistic. High school and post-high school technical students who are instructed in classes assisted by Advisory Committees enter employment as apprentices or technicians with a knowledge and skill distinctly advantageous to the trade, to management, to the individual worker and to the community, State and nation. This is also true of the employed trade and industrial worker who is instructed in short unit trade supplementary classes. Advisory Committees play a large part in practical nurse training programs in helping recruit and select students and giving advice in the overall training program. This applies equally well with other health occupations training programs. As in agriculture, homemaking, and in the trades there are distinct advantages resulting to vocational training in the vocational office and distributive education fields from the services of qualified Advisory Committees. In addition to the direct benefits to vocational-technical education, Advisory Committees serve a most valuable purpose in keeping the general public informed relative to the objectives and results being obtained in vocational education. Additional information concerning the establishment and operation of advisory committees may be obtained from the Division of Vocational-Technical Education, State Department of Education.

## VOCATIONAL GUIDANCE AND COUNSELING

Vocational guidance and counseling plays an important role in an effective vocational-technical education program. If it is to function properly, it must be designed to (1) provide the individual with information necessary for realistic vocational planning; (2) assist him while pursuing the plan; (3) aid him in vocational placement; and (4) conduct follow-up procedures to determine the effectiveness of the vocational instruction and guidance and counseling program. A local program of vocational guidance and counseling must include the following objectives:

(1) provide counseling services to aid the individual in assessing his vocational interests, aptitudes, abilities and opportunities;

(2) collect, maintain and utilize educational and occupational information;

(3) collect, maintain and interpret individual data useful in the counseling process;

(4) counsel in-school youth in selecting and planning their vocational objectives and in their progress toward realization of their chosen goals;

(5) provide follow-up services for school leavers to secure occupational and educational education useful in evaluating the school's vocational-technical program including guidance services, and to extend continuing services to the individuals;

(6) provide placement services to assist the individual in making appropriate choices of training and employment opportunities.

Systematic placement shall be available to students and school leavers through school guidance services programs and cooperating referral agencies. The primary referral agency is the Nevada State Employment Service and a State agreement with this agency is in effect.

The relationship between the State and local guidance and counseling services shall be that of cooperation and helpful partners. Persons assigned vocational guidance function under the provisions of the Nevada State Plan for Vocational Education must furnish reports and information required by the State Supervisor.

## INSTRUCTION TO BE EXCLUDED

A program of vocational instruction may be supplemented with such general education in cultural subjects as may be necessary to develop a well-rounded individual. However, such instruction cannot be supported by Federal funds or by State or local funds used for matching unless it fits in one of the two following categories:

(1) Funds allocated under Section 3 of the 1963 Act may be used to provide instruction necessary for a bonafide vocational student to benefit from instruction related to the occupation for which he is being trained.

(2) Funds allotted under the Smith-Hughes Act and Title I of the George-Barden Act for certain fields of vocational education may be used for part-time general continuation classes.

The instruction will not be designed to fit individuals for employment in recognized occupations which are generally considered to be professional or as requiring a baccalaureate or higher degree. Courses designed for college credit leading to a baccalaureate or higher degree are reserved for institutions of higher learning and are not considered as vocational-technical under provisions of the Nevada State Plan for Vocational Education. Examples of occupations which are generally considered professional or as requiring a baccalaureate or higher degree, and are therefore excluded from those occupations for which vocational educations funds under the Nevada State Plan may be provided.

Accountants and Auditors
Actors and Actresses
Architects, Artists and Sculptors
Athletes, Professional
Authors, Editors and Reporters
Clergymen
Engineers, Professional
Lawyers
Librarians, Archivists and Curators
Life Scientists, including Agronomists, Biologists and Psychologists
Mathematicians
Medical and Health Professions, including Physicians, Surgeons,
  Dentists, Osteopaths, Veterinarians, Pharmacists and Four-year Degree Nurses
Musicians
Physical Scientists, including Chemists, Physicists and Astronomers
Social and Welfare Workers
Social Scientists, including Economists, Historians, Political Scientists,
  and Sociologists
Teachers and Educators

The above is not intended to exclude from vocational instruction those semi-professional, technical, or other occupations which are related to those listed, but do not themselves require a baccalaureate degree.

## OPERATING EFFECTIVE VOCATIONAL-TECHNICAL EDUCATION PROGRAMS

Some factors significant in operating an effective program of vocational-technical education are (1) employing highly qualified and efficient personnel; (2) relating the program directly to employment opportunities and needs of youth and adults for opportunities in vocational-technical education; (3) analyzing occupations as the basis of specific course content; (4) providing needed facilities and equipment; (5) allowing sufficient time for instruction to develop skills and judgment for the accepted levels of performance in the student's chosen occupation; and (6) evaluating and continual revising of the programs; as well as (7) engaging in needed research; and (8) cooperation with interested groups.

## FEDERAL FUNDS ARE INTENDED TO SUPPLEMENT STATE AND LOCAL FUNDS

Federal funds allotted to the State under the Vocational Education Acts must be used to supplement (not supplant) and, to the extent practical, shall be used to increase the amount of State and local funds that would in the absence of such Federal funds be made available for the purposes of the Vocational Education Act. Further, the funds are intended toward the end that: All persons in all communities in the State shall have ready access to vocational-technical education; such education is of high quality and such vocational education is suited to the needs, abilities, and interests of the students.

## ADEQUATE LOCAL SUPERVISION REQUIRED

The local educational agency is required to adequately supervise and evaluate its vocational education programs. Prior to the State Board approval of granting participating Federal or State vocational education funds, the State Board staff shall determine that adequate supervision for requested programs is provided. In order to insure this requirement is accomplished the State Board staff may require reports and make local education audits to determine that local supervision and evaluation is being carried out.

## GENERAL CONTINUATION CLASSES

The State Board may approve part-time general continuation classes at such time as the need arises. These classes are for persons who have left the full-time day school to enter upon employment and are enrolled for instruction which is designed to increase their civic intelligence, rather than to develop specific occupational competence. Such part-time general continuation classes are limited to those under 18 years of age.

## COOPERATIVE WORK EXPERIENCE

Whenever vocational and technical instruction can best be provided through a program of cooperative work experience, the State Board may authorize use of Federal and State funds for such cooperative programs. Whenever the State or local educational agency offers cooperative work experience programs, the State Board through its staff shall determine that such classes are organized through cooperative arrangements (preferably in writing) between the schools providing vocational instruction to student-learners in the class and the employers providing on-the-job training through part-time employment of such student-learners.

Such arrangements shall provide for (1) the employment of student-learners in conformity with Federal, State and local laws and regulations and not resulting in exploitation of such student-learners for private gain, (2) an organized program of training on-the-job, and (3) supplemental vocational instruction in the school.

## APPRENTICESHIP PROGRAMS

As provided in Nevada Revised Statutes 610.120, "the administration and supervision of related and supplemental instruction for apprentices, coordination of instruction with job experiences, and a selection in training of teachers and coordinators for such instruction shall be the responsibility of State and local boards responsible for vocational-technical education." The term "apprentice" means a worker who is learning a recognized apprenticeable trade in accordance with a written apprentice training agreement between the apprentice and an individual employer or group of employers which either provides for or makes reference to a document which provides for (1) a given length of planned work experience through employment on-the-job, supplemented by appropriate related instruction, and (2) other recognized standards and requirements of apprenticeship. The State Board through its staff and within available Federal, State and local funds, assumes responsibility of providing vocational instruction to apprentices which is supplemental to training on-the-job.

## INSTRUCTION NECESSARY TO BENEFIT FROM TRAINING

Where necessary, the State Board shall provide instruction that is related to the occupation for which the student is being trained. "Instruction which is necessary for the student to benefit from vocational instruction" means instruction which is designed to enable individuals to profit from instruction related to an occupation for which he is being trained by correcting whatever educational deficiencies or handicaps prevent him from benefiting from such instruction. Such instruction must be provided in courses which are an integral part of the vocational education program in which the student is enrolled.

## ADEQUATE FACILITIES, EQUIPMENT AND MATERIALS

Classrooms, libraries, shops, laboratories, and other facilities (including instructional equipment, supplies, teaching aids and other materials) will be adequate in supply and quality to meet the standards approved by the State Board so that such facilities enable those who are to be trained to meet the occupational objective for which the training is intended.

In the event the State Board or local educational agency cannot provide such facilities or materials, but they are available in a business or industrial or other establishment, Federal and State funds may be used to provide for vocational and technical instruction in such establishments, provided that such instruction meets all the standards and requirements of the State Plan for Vocational Education.

## YOUTH ORGANIZATIONS

When the activities of vocational education youth organizations complement the vocational instruction offered, such activities will be supervised by persons who are qualified as vocational education teachers or supervisors with the State.

## RELATIONSHIP WITH THE STATE EMPLOYMENT SERVICE

The State Board for Vocational Education has entered into a working agreement with the Nevada State Employment Security Department whereby the local employment services offices will provide the local vocational agencies with information regarding employment needs and will assist in the placement of vocational education graduates. The local educational agencies, in turn, are expected to cooperate with the Employment Service in providing information needed by the Employment Service to place students into gainful employment.

## REVISION OF POLICIES

This Policies and Procedures Manual may be revised as and when necessary to meet conditions imposed by change of State and Federal laws and regulations, or as State and Federal policies governing the vocational education standards and policies set forth herein. Improvement in the program of vocational-technical education as conducted in Nevada is constantly sought. Hence, any suggestion for a necessary change in policy not inconsistent with State and Federal standards or State and Federal laws is regarded with favor and will be given due consideration.

# SECTION II

## AGRICULTURAL EDUCATION

### I. Objectives of Instruction

Vocational education in agriculture under the Nevada State Plan and in accordance with Federal laws is intended to provide instruction to meet the occupational needs of persons thirteen (13) years of age and older. The two groups to be served include high school youth and adults who desire to improve themselves in specific occupations.

### II. Agricultural Teacher - A Part of the Community School Program

High school classes in vocational agriculture are to be operated as part of the regular work in high schools. The instructor in such classes shall be under the direct supervision of the local superintendent or principal, just as any other regularly employed high school teacher. Such instructor may or may not teach other high school subjects. In case an agricultural instructor teaches classes or is responsible for other scheduled school activities in addition to vocational agriculture, reimbursement on his salary shall be prorated according to the fraction of his time devoted to the teaching of vocational agriculture.

The qualifications for a vocational agriculture teacher are listed in a separate section "Certification Requirements".

### III. Students Supervised Farming Requirements

All students enrolled in vocational agriculture are required to plan and conduct a supervised occupational experience program that will be under the direct supervision of the vocational agriculture teacher. The students are required to keep records of their activities.

### IV. Future Farmers of America (FFA)

A Future Farmers of America chapter shall be organized in each vocational agricultural department as an integral part of the local department of vocational agriculture. The vocational agriculture teacher shall serve as advisor to the local chapter and shall be responsible for the direction and operation of the chapter.

### V. Program of Instruction

a. The instruction will deal with the practical problems of the students and be flexible enough to adjust to the types of occupations the student will need to gain employment.

b. The nature and content of the instruction will be based primarily on the student's program and that of the occupational needs of the student.

### VI. Total Hours of Instruction

Total hours of instruction will conform to one of the following plans:

Plan A
The minimum length of the class period shall be the length of time approved for accredited laboratory classes by the State Board of Education, provided all vocational agriculture classes shall meet at least an actual average of 255 minutes net per week or have the equivalent time per week in a rotating schedule.

Plan B
A ninety-minute period of class instruction five days per week for each class, each year.

Plan C
Two consecutive sixty-minute periods of class instruction per day, five days per week, for one year; and one sixty-minute period of instruction per day, five days per week for the other years.

Plan D
Two consecutive sixty-minute periods of class instruction per day, two days per week, and one sixty-minute period per day, three days per week for each class, each year.

## VII. Length of Course in Years

Local boards of education must offer a minimum of three years of vocational agriculture in a senior high school, or the equivalent number of semesters of specialized classes.

## VIII. Period of Employment for Agricultural Teacher

He must be employed on a twelve-month basis. He shall be entitled to not more than two weeks for vacation exclusive of all legal holidays. In no event shall vacation and summer school include more than four school weeks. In establishing salary schedules, the local school board should give additional proportionate salary for summer services rendered by the teacher of vocational agriculture employed on a twelve-month basis. Such allowance should be clearly stated on the contract.

A plan of summer activities shall be submitted to the State Supervisor and school officials by June 1 each year.

## IX. Provisions for Official Travel

The county school district shall provide funds for transportation and travel expenses for the supervision of vocational agriculture programs. All travel of teachers of vocational agriculture for which reimbursement is sought is to be reported to the county school administration and to the State office.

a. Transportation costs in service area for:
    (1) Surveying the needs of the service area or development of program.
    (2) Visiting prospective students of day school or adult farmer classes.
    (3) Visiting farms and homes to advise and evaluate supervised farming programs.

(4) Supervising activities of the Future Farmers of America in service area.
(5) Other activities necessary in promoting and developing the vocational agriculture program in the service area.

b. Travel expense of teachers of vocational agriculture for attending professional or other meetings approved by the State Board for Vocational Education may be reimbursed by the State Board.

## X. Advisory Committees

Each agriculture department shall have a local advisory committee to serve as consultant on matters of course content, methods, procedures, and standards. The committee shall consist of persons selected for their interest in and concern with agricultural education.

a. Duty
The local advisory or consulting committee shall serve in an advisory capacity only to local school personnel in the planning and evaluating of programs in agricultural education and shall assist in interpreting the program to the public.

## XI. Facilities and Equipment

The school district is expected to provide and maintain adequate space and equipment necessary for a successful vocational agricultural program. Plans for such adequate space, facilities, and equipment may be obtained from the State Supervisor of Agricultural Education.

The vocational agriculture teacher may or may not teach adult classes. A person qualified under the provisions of the State Plan may teach such a class under the supervision of the vocational agriculture teacher. Reports of attendance shall be made to the office of the State Supervisor.

## Adult Farmer Classes (Post High School)

### Adult Farmer Classes

Adult classes may be organized when a sufficient number of adults can be enrolled to make the class work effective and financially possible. The minimum age for enrollment shall be sixteen (16) years. Class sessions shall not be less than 120 minutes in length. The minimum number of class meetings per year shall be ten (10) with not less than twenty (20) clock hours devoted to group instruction.

## Program of Teacher Training

### 1. Approved Teacher Training Institution

The University of Nevada, Reno, Nevada has been designated by the State Board for Vocational Education to give the training in agriculture and agricultural education for teachers of vocational agriculture. The teacher trainer in this institution shall be directly responsible to the State Supervisor of Agricultural Education for carrying out the program of professional training of such teachers. The State Board for Vocational Education shall reimburse the teacher training institution under the terms of an annual contract which is based upon the time devoted to professional agricultural education.

2. Annual Teachers Conference

The teacher of agriculture in a qualifying school is required to attend the annual summer conference conducted by the State Board for Vocational Education. The State Board, in calling the conference, will authorize in advance of each conference a specific amount for travel and other expense for the teacher. The amount will be based on the number of days of conference and the distance traveled. The school district will be reimbursed in full for this expenditure.

3. Summer School for Agricultural Teachers

Agricultural teachers will become well grounded and experienced in all phases of the local program before requesting leave time on pay for summer school attendance. As much as two weeks of leave time on pay per year when matched with vacation time, may be devoted to advanced training as approved by the local school district and the state supervisor. However, the full time allowance for such training, conference, and vacation may not exceed four weeks per year. During the time the teacher is away from his home district, adequate provisions will be made to insure that student projects are maintained in a condition satisfactory to the local school superintendent and the state supervisor.

# VOCATIONAL AGRICULTURE

Two avenues of approach which are acceptable, but, in each approach, precautions must be taken to insure adequate guidance of students and content of course materials.

| | Mechanics | Classroom | Sup. Programs |
|---|---|---|---|
| Vo-Ag I | Safety<br>Tool identification<br>Supplies<br>Blueprints<br>Power equipment<br>Painting<br>Tool reconditioning | FFA Leadership<br>FFA organization<br>Agriculture occupations<br>Record Keeping | Supervised farming programs, record keeping, occupational programs, project selection. |
| Vo-Ag II | Welding<br>Building construction<br>Electricity | FFA activities<br>Livestock & Meats<br>Judging - Dairy | Project selections<br>Improvement projects<br>Record Keeping, budgets. |
| Vo-Ag III | Gas Engines<br>Tractor maintenance<br>Farm Shop Projects | FFA activities<br>Crop studies<br>Farm financing<br>Farm Management | Off-farm occupations<br>Budgets<br>Award applications |
| Vo-Ag IV | Machinery operation<br>Maintenance & repair<br>Farm shop projects | FFA activities<br>Farm Laws - taxes<br>Banking - Insurance<br>Farm Management | Off-farm occupations<br>Award applications<br>Record keeping |

## VO-AG I OR BASIC AGRICULTURE
(9-10-11-12)

Prerequisite to any of the courses below:

Semester or year courses grades 10-11-12

- Animal Science
- Plant Science
- Range Management
- Rural Leadership
- Dairy Management
- Horticulture (Ornamental)
- Greenhouse Management
- Veterinary medicine
- Forestry
- Agriculture Salesmen
- Soil and water management

- Farm Machinery
  - Welding
  - Advanced Welding
  - Small gas engines
  - Farm engines
  - Diesels
  - Cold Metal
  - Operation, care, maintenance, and management

- Farm Structures
  - Carpentry
  - Electricity
  - Plumbing
  - Concrete and Masonry

The FFA, as an integral part of vocational agriculture, is included in each of the above courses.

## SECTION III

## VOCATIONAL BUSINESS AND OFFICE OCCUPATIONS

These policies and procedures have been compiled to assist school districts in planning and developing programs for business and office occupations with State and Federal funds.

Because of the complexity of training cpportunites and training programs being conducted by local communities, and the diversity of the institutions conducting these programs, a comprehensive statement concerning curriculum development is not the intent of this paper. However, there are basic elements common to any job-oriented training program. These include:

- A career job-oriented objective
- A career job-oriented sequence of courses
- A vocationally competent and experienced teacher
- An educational training program that is coordinated by those who are potential employers through advisory committees
- An opportunity to develop office occupational competencies in laboratory occupational procedures
- A class session sufficient for effective teaching and learning
- A training facility that is up to date and complete to develop the skills needed for employment
- A placement and follow-up procedure that effectively supports the training program
- A local teacher education policy that permits continuous contact with a variety of potential employers

### I. OBJECTIVES OF INSTRUCTION

Vocational education in business and office education, under the State Plan, will be designed to meet the needs of persons over 14 years of age who have entered or are preparing to enter a business or office occupation.

### II. OCCUPATIONS TO BE SERVED

Business and office occupations are defined here as those occupations pursued by individuals in public and/or private enterprises or organizations which are related to the facilitating function of the office and include such activities as recording and retrieving of data, supervision and coordination of office activities, internal and external communication, and reporting of information.

## III. SPECIAL STANDARDS AND REQUIREMENTS

### A. Organization and Content of Instruction

The content of the program of instruction shall be derived from the occupational needs of the enrollees in reference to the business and office occupational objective.

### B. Supervised Practical Experience

Preparatory instruction shall be provided either in preparatory classes utilizing participation activities or in cooperative classes utilizing on-the-job training through part-time employment. Participation activities shall include special office projects or office research studies. On-the-job training, a portion of which is during the regular school day, shall be career-oriented for such enrollee.

The sequence of courses and course content should be organized to provide skills needed for entry employment in present and emerging office occupations. Present business and office education training programs may need to change only slightly to implement those provisions previously discussed.

### C. Teachers of Vocational Office Occupations Training Programs

See Vocational-Technical Teacher Certification Requirements.

### D. Teacher In-Service Training

The Vocational-Technical Education Division, State Department of Education, calls meetings for the purpose of disseminating information to teachers and teacher-coordinators of office occupations. Training may be provided through regular institutional courses, short intensive courses, summer workshops, State, area, and local conferences and other forms of meetings. These various forms of meetings will be conducted under the supervision and direction of the State Supervisor in cooperation with the University of Nevada or a county school district for the training and professional growth of the teachers and teacher-coordinators of business and office occupations.

## IV. GENERAL PRINCIPLES IN BUSINESS AND OFFICE OCCUPATIONS

### A. Advisory Committees for Business and Office Occupations

Local school trustees should appoint an advisory committee of adults representing various interests of the community to advise and assist in relating the business and office occupations program to the occupational needs of the in-school youth and adults.

### B. Annual Business and Office Occupations Summer Conference

The teachers and teacher-coordinators of qualified business and office occupations programs are expected to attend the annual summer conference conducted by the State Board for Vocational Education. School officials having reimbursed programs should make every effort to see that their eligible staff members attend.

### C. Coordination Time

Local school administrators must provide the teacher-coordinator of a cooperative office occupations program with sufficient time to adequately coordinate the in-school instruction and the student-learner's on-the-job training.

### D. Vocational Office Youth Organizations

Each reimbursed school program should provide for the establishment of a local chapter affiliated with the State and national organizations.

### E. Extended Employment

The teacher-coordinator should be employed for two to four weeks beyond a regular teacher's employment period to provide time for coordinating, placing of students, community surveys, and planning adult classes. It is recommended that the majority of this extended employment, jointly approved by the local superintendent and the State Supervisor, be at the beginning of the school year.

### F. Facilities and Equipment

The school district will need to provide and maintain adequate space and equipment necessary for a successful business and office occupations program. It is further recommended that counseling services be provided the students engaged in this program.

### G. Student Records and Reports

Each teacher and teacher-coordinator will maintain proper records of students and submit reports as required by the State Supervisor. Such reports shall include for each enrollee: name, age, sex, name of employer, occupation, hours of employment, hours of instruction, and/or other information as required.

### H. Voluntary Agreement for Training Stations

The classes for in-school youth must be organized through voluntary cooperative agreements (preferably in writing) between the schools and employers, which provide for legal employment of the students, an organized program of training on the job, and the supplemental vocational instruction in school.

## V. TYPES OF REIMBURSABLE TRAINING PROGRAMS

Two forms of high school job preparatory programs in business and office education are eligible for reimbursement: The high school business education program and the office cooperative program.

### A. High School Programs

The first and most frequent form is found in the business education departments in comprehensive high schools. These programs offer training needed for entry office occupations as general clerks or stenographers.

The State Plan specifies the high school business and office education programs may qualify for reimbursement of office preparatory courses providing the courses are vocationally oriented and are part of an approved business and office education sequence. The minimum standard for this sequence must provide concepts, attitudes, and skills needed for entry employment in the field for which training is being offered.

### B. Office Cooperative Programs

The second type of job preparatory training program found in comprehensive high schools is the part-time office cooperative program. Such preparatory programs can be defined as cooperative education programs between the business, community and the school, permitting the student to attend school for a portion of time and be employed in an office training station where on-the-job training is conducted. The cooperative training programs exist in schools that provide at least one hour each day of instruction related to the training station of the student. This related office education, office procedures, or occupational relations class is taught by the coordinator.

Because State and Federal laws relating to employment must be observed, only students 16 years of age or older should be considered eligible for the office occupations program. Trainees should be employed in a business office occupation an average of not less than fifteen (15) hours per week.

The local school will provide adequate time for the teacher-coordinator to visit employers and student learners on their jobs.

C. Evening and part-time extension programs for adults presently employed or with employment assured in office occupations may be offered by local school districts in cooperation with the State Board for Vocational Education. These programs are conducted by the school districts with financial support from the State Board for Vocational Education. Classes for adults may be of a short-term nature to provide specific instruction for particular office occupations.

Instructors for these classes shall be proficient in the specialization for which the class was organized, and shall have had sufficient occupational experience in the area for which instruction is to be provided. It will be the responsibility of the local administrator, director, or supervisor and the State Supervisor to evaluate the qualifications presented. In-service training may be necessary to familiarize a prospective instructor with teaching methods. A renewable special adult office occupations certificate is good for two years. (See Certification Requirements.)

# SECTION IV

## DISTRIBUTIVE EDUCATION

### Nature of Distributive Education

The high school and post-high school programs of distributive education function within the framework of the overall curriculum of the high school, community college, or junior college. Each of these programs is a cooperative enterprise, using the facilities of the high school, community college, or junior college and the marketing and merchandising resources of the community. Because most of the student placements have been in retail establishments, the instructional program has been developed to a great extent in this area. This is not to suggest, however, that distributive education in high schools or junior colleges is to be labeled a retailing program; nor is it principally concerned with the acquisition of specific skills, as an end goal, by enrollees. The program is concerned with the realm of distribution and not entirely with the beginning positions in retailing which, inevitably, are the initiating experiences for the majority of students seeking careers in distribution. The program of distributive education, therefore, reflects a dual role in presenting this vocational instruction:

1. Instruction designed to meet specific requirements of the job on which the student is receiving training and experience.
2. Instruction designed to meet the requirements of future positions students will assume which provide opportunities for greater service and responsibilities within the field of distribution.

### Establishing a Program of Distributive Education

The broad determinants of success in distributive education, as in any school subject, are (1) the general conditions under which it must develop, (2) the acceptance it is accorded and the care with which it is organized in the school and community, (3) the instructional program, and the provisions for securing its future.

The hope for the successful progress of a distributive education program must be based on the following four assumptions: (1) that the local school administrators believe in a curriculum properly balanced between general and vocational education and be earnest in advocating a sound program in the distributive occupations; (2) that there is and will continue to be a need for the program in the community; (3) that enrollment in the classes is the result of sound guidance in the school; and (4) that parents, business leaders, and school administrators evidence genuine interest in supporting the program. As time passes, the more affirmative these assumptions become, the greater success the program will enjoy.

The following procedures should be followed in establishing a distributive education program:

1. Develop a tentative plan -- A brief and tentative plan should be written to embody all essential information concerning the program. It should answer questions that will be asked by businessmen, parents, pupils, and the school board. The plan becomes a guide in conducting interviews and conferences to follow; but being tentative, it can be

altered, within limits, to meet any special conditions found to exist in the community. By the time classes begin in the fall, it will have assumed a more permanent and complete form and should be the most suitable plan for that particular community.

2. Conduct informal conferences -- Informal conferences with individuals and with groups should be held. In these meetings, the superintendent of schools, representatives of merchant groups, civic groups, parent-teacher associations, and labor will have an opportunity to review the plan and to clear up pertinent points by asking questions.

3. Make a preliminary occupational survey -- If the plan is favorably received, the school administrator should arrange for a preliminary occucupational survey of employment opportunities in the community in distributive businesses which conform to the requirements of the plan relating to "training stations" in which students are to be placed for their on-the-job training. It is recommended that not more than 30 students be enrolled in a full-time program the first year it is in operation. The teacher-coordinator will need relief from detail to gain time to devote to establishing the quality of the program and to attack the problems that inevitably arise in new programs. Therefore, 30 well-selected training stations will be satisfactory; however, it is considered wise to have more jobs lined up than are actually needed because some businesses may not be able to fulfill their promises and good intentions for employing DE students.

    a. The occupational survey will reveal the following:

        (1) Determine the number and type of desirable part-time distributive occupations which are available for distributive education students.

            (a) A schedule of processes, listing training areas, will be made for each job.

            (b) A job analysis will be made for each job.

        (2) The survey will make it possible for the teacher-coordinator to:

            (a) Secure the best training facilities.

            (b) Secure a balanced ratio of learners to employees.

            (c) Meet employees' training needs.

        (3) Through the survey the school administrators will learn:

            (a) Possible distributive occupations for which training could be offered

            (b) Employment trends in distribution

            (c) Attitudes and interests of business and industrial leaders.

(4) The survey will reveal opportunities for employment in marketing and distribution.

The survey will show the willingness of merchants and others to cooperate with the school in training youth for careers in marketing and distribution.

b. The following factors should be seriously considered in selecting the training station where the DE student will be placed to receive his on-the-job training:

(1) Standards must be such that they will provide from 360 to 450 clock hours of training per school year.
(2) The student's duties and responsibilities must challenge his abilities and interests.
(3) The training facilities must be of the type that would provide training in modern methods of merchandising.
(4) The personnel must be of high character.
(5) The employer and personnel must appreciate the value of technical training as it relates to the job or jobs.
(6) The employer and personnel must have a sincere interest in the training of a student.
(7) Adequate provisions must be made for the protection of the physical, moral, and mental welfare of the student.
(8) The student must be under the supervision of a qualified training sponsor at all times.

4. Conduct a student survey -- The next step in establishing a distributive education program, after the occupational survey has been completed, is to conduct a student survey. A student survey must be made to determine the number of students interested in, and who have the aptitude for, the distributive occupations. The student survey should be conducted just before pre-enrollment for enrollment in DE the following school year.

## I. Objective of Instruction

A. A vocational education in distributive occupations under the State Plan shall be designed to meet the needs of persons over 14 years of age who have entered or are preparing to enter a distributive occupation.
B. The program is designed to increase the skill, technical knowledge, occupational information, understanding, morale, appreciation, and judgment of management and workers.
C. To prepare workers in distribution to transfer to a related kind of work in another distributive occupation, or to move to higher level positions in a given occupation.

## II. Occupations to be served

Occupations to be served are those followed by workers directly engaged in marketing activities, or in other activities that involve contacts with buyers and sellers. In such contacts, workers do the following:

1. Distribute farm and industrial products to consumers, retailers, jobbers, wholesalers, and others; or sell services.
2. Manage, operate, or conduct a retail, wholesale, or service business.

## III. Vocational guidance and counseling

The State Department of Employment Security will supply to local educational agencies occupational information regarding reasonable prospects of employment in community and elsewhere. The local education agency will make available to the State Department of Employment Security the occupational qualifications of persons leaving or completing secondary out-of-school, and special classes for vocational distributive training. The local education institution shall provide vocational guidance and counseling personnel and service adequate to:

A. Provide individual students with information necessary for realistic vocational planning.
B. Assist students in carrying out their vocational plans.*
C. Aid students in vocational placement.
D. Conduct follow-up procedures to determine the effectiveness of the vocational instruction and guidance and counseling programs.

Through a periodical survey of the various businesses, satisfactory training stations are established. The facts of the survey combined with the store attitudes and position in the community determine the type of training station that can be developed based on its present and future potential as a source of placement.

The State staff will also make, or cause to be made, periodic evaluations of local guidance and counseling programs for the purpose of maintaining and improving their effectiveness.

*All students enrolled in the distributive education programs must have an occupational objective which is a matter of record.

## IV. Specific standards and requirements for:

### A. Secondary school programs

Classes will be offered for selected high school students with stated career objectives leading into a distributive occupation.

1. Advisory Committees

   All programs of instruction shall be developed and operated in consultation with a representative advisory committee.

2. Curriculum will be:

   a. Directly related to each student's needs.
   b. Designed to fit individuals for gainful employment.
   c. Provide an accurate definite training plan for each student.
   d. Systematically organized to provide classroom, laboratory, or work experience.

e. Derived from the function of marketing and a knowledge of products and services in reference to occupational objectives of this student.

3. Facilities

Classroom facilities and teaching materials must be adequately provided for all distributive education programs. Classrooms must be well lighted, properly ventilated, with adequate teaching equipment, materials and supplies, and other teaching aids, in order to insure a quality of instruction to enable those who are to be trained to meet their stated vocational objective. See the Distributive Education Coordinators' Guide available from the State Board for Vocational Education.

4. Minimum class time requirements

Schools operating a high school or junior college program shall follow one of the following scheduling plans or on approval of the State Supervisor of Distributive Education other procedures may be accepted.

1. In preparatory classes not providing cooperative experience and conducted in the full-time school, the following conditions shall prevail:

   (1) Utilize individual training plans.
   (2) Provide learning experience through incorporating supervised work experience, or simulated practices, and a variety of such learning experiences as directed observation, situation analyses, business gains, marketing problems, product promotion, and individualized projects in order to direct and measure the achievement of problem solving and qualifications in occupational objectives.

2. The regular instructional program is designed for full-time students, high school and post-secondary programs whose employment goals represent a group of recognized occupations in a field or function of distribution.

   (1) Preparatory classes utilizing supervised, cooperative training should be organized according to one of the following Plans:

   Plan A - a program covering two (2) school years providing an average of at least one (1) class period per day of the regular schedule for vocational instruction in distribution.

Plan B - a program covering one (1) school year providing an average of at least two (2) class periods per day of the regular schedule for vocational instruction in distribution.

Plan C - a program covering one (1) school year providing an average of at least one (1) class period per day of the regular schedule for vocational instruction in distribution in classes limited to the cooperative group enrolling:

(a) Those who have completed one unit (two semesters) of vocational instruction in distributive subjects incorporating participation activities or -

(b) those who have completed at least two (2) units (equivalency of four (4) semesters) of instruction in a vocational program approved under the State Plan.

Note: For each of the above plans the part-time cooperative enrollee shall be employed in the distributive occupation in which he is being trained for an average of no less than fifteen (15) hours per week during the school year, or 450 hours in nine months.

(2) Preparatory classes incorporating participation activities in individual training plans should be organized according to one of the following plans:

Plan D - a program covering two (2) school years providing an average of at least two (2) class periods per day of the regular schedule for vocational instruction in distribution.

Plan E - a program covering one (1) school year providing an average of at least two (2) class periods per day of the regular schedule for vocational instruction in distribution.

Plan F - a program covering one (1) school year providing an average of at least one (1) class period per day of the regular schedule for vocational instruction in distribution enrolling only those who have completed the equivalent of four (4) semesters of instruction in a vocational program approved under the State Plan.

(3) Instructional Program

A. Cooperative classes shall meet the following conditions:

(1) School approval of on-the-job training activities and training stations.
(2) Credit recognition for proficiency in on-the-job training assignments.
(3) Remuneration for work performed at training stations.

5. Student qualifications

Cooperative classes shall be limited to students who will complete 450 hours of on-the-job training during a 12 month period. The student must fulfill all the requirements, of age, class, appearance and intelligence before he is accepted in the program.

Guidance and counseling shall be utilized in selecting students for the distributive education program. The student is selected on the basis of: interest, aptitudes, ability to learn, personality, health status, past achievement, family background.

Program of Instruction for Preparatory Classes in the Project Plan -- The program of instruction for the project plan will be the same as the cooperative plan, except the student will not be required to be employed part-time in a distributive occupation. However, it would be desirable to utilize on-the-job training in a distributive occupation on a periodic basis.

Instruction in the project plan (Plan D, E, F, G, or H) will include special group and individual activities such as: Individual projects, creating displays, conducting sales demonstrations, field trips to distributive or related businesses, special oral and written reports on business orientation, guest speakers representing specific phases of business, individual studies in marketing surveys, and group assignments of conducting creative marketing projects, etc.

Distributive Education I -- This is a one-unit course for sophomore students. If the preparatory DE student is periodically employed part-time in a distributive occupation, he will not receive credit for the employment. This part-time employment may substitute for projects that are required as a part of his instruction in the project plan.

A junior may be enrolled if the teacher- coordinator has sufficient favorable information, not based on opinion, that indicates it will be to the best interest of the student to do so. No seniors will be permitted to enroll in this course.

No student will be enrolled for less than one (1) unit of credit. This is not a half-unit course.

Distributive Education I is designed for business career-minded sophomore students. It is "action packed" for energetic, ambitious young men and women who have a desire to prepare themselves for a successful career in the fast-changing, fast-growing field of marketing and distribution. Each student must have an occupational objective in the field of marketing and distribution. The students will learn by doing. One hour per day for five days per week will be spent in DE classroom work. The teacher-coordinator will require the students to become involved in various types of projects and simulated activities.

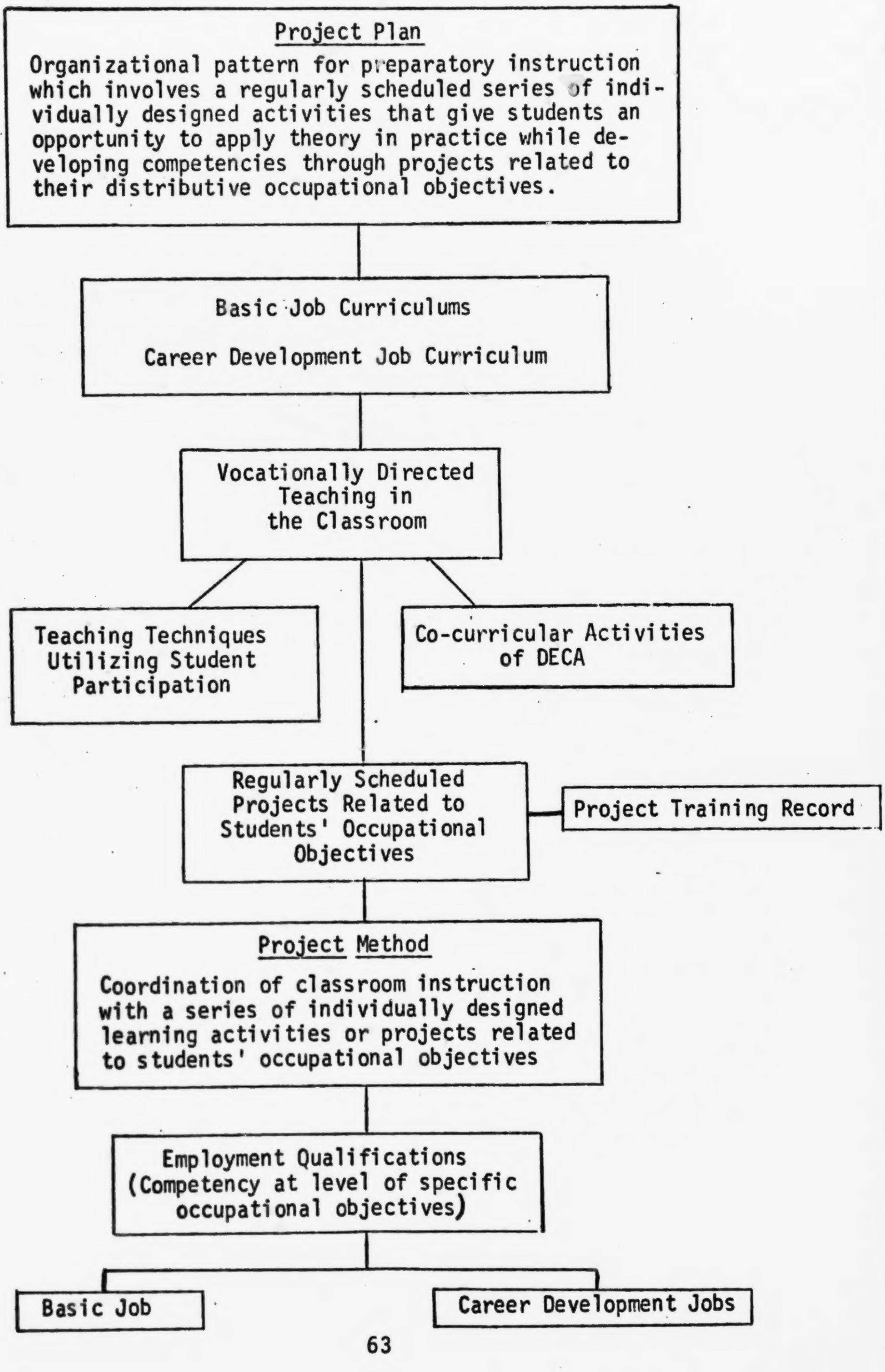
Students will participate in well-planned and supervised field trips. They will study and observe various kinds of retail, wholesale, and service businesses. The importance of marketing and the free enterprise system will be stressed. Emphasis will be placed on personality improvement, human relations, selling, product information, sales promotion, merchandising, the marketing process, store organization and operation, and career opportunities in the field of marketing and distribution.

Students for this course must be carefully selected. The students enrolled should only be those who will be potential enrollees for DE II the following year.

(See chart on the following page.)

# VOCATIONAL DISTRIBUTIVE EDUCATION

## THE PROJECT PLAN IN SECONDARY AND POST-HIGH SCHOOLS



**Project Plan**

Organizational pattern for preparatory instruction which involves a regularly scheduled series of individually designed activities that give students an opportunity to apply theory in practice while developing competencies through projects related to their distributive occupational objectives.

Basic Job Curriculums

Career Development Job Curriculum

Vocationally Directed Teaching in the Classroom

Teaching Techniques Utilizing Student Participation

Co-curricular Activities of DECA

Regularly Scheduled Projects Related to Students' Occupational Objectives

Project Training Record

**Project Method**

Coordination of classroom instruction with a series of individually designed learning activities or projects related to students' occupational objectives

Employment Qualifications (Competency at level of specific occupational objectives)

Basic Job

Career Development Jobs

B. Adult Programs

1. Advisory committee: (See Paragraph entitled "Advisory Committee General")

2. Curriculum:

   The adult classes will meet the specific training needs for which they are planned. These classes can consist of short-term courses or a long-term program which is a program made up of carefully planned sequences of coordinated units.

3. Facilities:

   Teaching equipment, classroom, library facilities, and teaching aids will be adequate to enable those enrolled to meet their occupational objective. Because of the needs, classes may be held in facilities other than that of the school.

4. Time requirements:

   The duration of the program will be of sufficient length to meet the training objectives of the class.

5. Student qualifications:

   Students, who are interested in information for job advancement, may enroll in the adult distributive education program. Pre-employment training will be offered for those looking for a job in the broad area of distribution. Individuals interested in the broad area of management and supervision may be provided programs. All of these classes are designed for persons over the age of 14.

6. Qualification of teachers: For Adult Programs (See Vocational-Technical Teacher Certification Section.)

7. Condition of Employment

   Sufficient number of qualified teachers will be employed to adequately conduct the education instructional program.

C. Special Classes

1. Special classes offering intensive, modified, or ungraded schedules may be organized full-time for those persons who have academic, socio-economic, or other handicaps that prevent them from succeeding in the regular vocational program.

2. Instruction designed for persons whose occupational goals also require competencies developed through other vocational programs shall be organized:

   (a) Under Plans C or F, or
   (b) As demonstration project, or

(c) As a separate class taught by a teacher-coordinator or special purpose teacher.

3. Approval from the State Board for Vocational Education for each special class must be received by each school offering such programs.

4. A person may instruct a special class for persons with educational, socio-economic or other handicaps who is a recognized authority on his subject as determined by the State Board for Vocational Education.

D. Post-Secondary Program

1. Advisory committee: (See Section entitled "Advisory Committee General".)

   All distributive education programs should utilize advisory committees that are representative of the businesses and the community being served.

2. Curriculum:

   The curriculum will be based upon the knowledge needs of the distributive education occupational area being served. The curriculum will be flexible to meet the vocational objectives of each student enrolled to fit him for gainful employment.

3. Facilities:

   Teaching equipment, classroom, library facilities, and teaching aids will be adequate to enable those enrolled to meet their occupational objective. Because of the needs, classes may be held in facilities other than that of the school.

4. Student qualifications:

   Students over the age of 16 may enroll in a distributive education program, and should be selected for the program based upon a written career objective on file with the school and the students' interest, aptitudes, ability to learn, personality, health status, past achievement, family background.

5. Qualifications of teachers:

   a. Experience
      Shall have had two (2) or more years of teaching experience, and two years of practical work experience in the field of distribution.

   b. Education
      Shall have completed a standard four-year college course with emphasis in the area of distribution with a bachelor's degree from an institution approved by the State Board for Vocational

Education for training vocational distributive education teachers and shall meet certification requirements to teach distributive education.

6. Condition of employment:

   a. School approved to maintain a cooperative distributive education program will employ one or more qualified teacher-coordinators.

   b. Adequate school time must be provided for the teacher-coordinator to supervise the activities of the student on the job.

7. Youth organizations

   All established distributive education post-secondary programs should become chartered members of the Distributive Education Clubs of Nevada. The club program is an integral part of the distributive program. The responsibility for the club sponsorship is that of the local teacher-coordinator.

Youth Organization -- DECA, which stands for Distributive Education Clubs of America, identifies the program of youth activity relating to DE.

The club program is co-curricular; therefore, becomes an integral part of the total DE program of instruction. When a student enrolls in a distributive education program, he automatically becomes a member of DECA. An effective program of instruction in distributive education involves three major factors, namely, good classroom instruction; good supervised on-the-job training; and a good, well-rounded club program.

The two basic purposes of the program of youth activities are (1) to develop a respect for education in marketing and distribution which will contribute to vocational competence, and (2) to promote understanding and appreciation for the responsibilities of citizenship in our free, competitive enterprise system.

DECA's Importance to the Student -- DE students have common objectives and interests in that each is studying for a specific career objective. Club activities have a tremendous psychological effect upon the attitudes of students, and many have no other opportunity to participate in necessary social activities of the school or to develop responsibilities of citizenship.

DECA members learn to serve as leaders and followers, and have opportunities for state and national recognition that they would not have otherwise.

DECA's Importance to the School -- DECA Chapter activities are always school-centered, thus contributing to the school's purpose of preparing well-adjusted, employable citizens. Chapter activities serve the teacher-coordinator as a teaching tool by creating interest in all phases of marketing and distribution study.

The DECA Chapter is the "show window" for student achievement and progress.

It attracts students to the DE program who are interested in marketing and distribution careers, and assists in subject matter presentation.

DECA's Importance to the Community -- DECA members have made numerous studies and surveys to aid the economic development of their own community. Creative marketing projects continue to encourage this type of contribution.

Many businesses favor hiring DE students because of their interest in the job and their related school study of that particular business. Many leaders in business and government have praised DECA for its civic-related activities.

DECA's Importance to the Nation -- DE instruction and DECA activity constantly emphasize America's system of competition and private enterprise. Self-help among students is the rule rather than the exception, and DECA leaders give constant encouragement to continued education.

History has proven that whenever a nation's channels of distribution fail to function, that nation is short-lived. As DECA attracts more of our nation's youth to study marketing and distribution, the total DE program becomes more vital to our national security.

The DECA Chapter in Relation to Instruction -- The DECA program of youth activity complements, supplements, and strengthens the instructional program. Combined with classroom instruction and on-the-job training, the club program gives greater scope and depth to the total instruction program. Success in the field of distribution is dependent on attitudes that lend themselves to development within an educationally centered club program. The club program provides an avenue for the enrichment of the instructional program through activities planned by students under the teacher-coordinator's guidance.

DE classroom instruction is concerned largely with a body of knowledge which applies in part to the total field of distribution and in part to the immediate career objective of each of the students enrolled. Experience on the job will provide a means of trying out the concepts learned in the classroom. It further provides an opportunity to develop needed skills through practice under competent supervision in a realistic situation. The club program serves to round out the classroom instruction and the job instruction by providing a controlled method for student-centered participation in activities which are of particular interest to the members of the club.

Frequently it may be difficult to determine whether a particular activity should become part of the class instruction program or part of the club program. Certainly, current educational methodology encourages increased student participation in planning, developing, organizing, and evaluating classroom instruction. There is an opportunity for such participation in club projects and activities. A guideline that will serve in reaching a solution to the problem might be an answer to the question, "Which is more to be desired in this particular project--teacher-coordinator planning, arranging, responsibility, and leadership, or student planning, arranging, responsibility, and leadership?" The club program would logically lend itself to those situations where a predominance of student participation would lead to the desired outcomes.

There are some differences in the club program and the instructional program. In the instructional program adults exercise direction and control, and in the club program, students do not necessarily dominate, but are a major factor in all decisions. There are many illustrations wherein the line of distinction is discernible.

Standards -- In the classroom, many standards are prescribed by the teacher-coordinator; on the job, most standards are prescribed by the employer; in the club activities, standards become the joint decision of the students and the teacher-coordinator. In the club atmosphere, a student feels that he is being judged by standards set by his peers.

Motivation -- Motivation factors in the classroom are those devices considered by the teacher-coordinator to be most suitable for securing student achievement. The motivation devices on the job are those considered by the employer as logical methods of securing high quality performance. While motivation factors developed in the club program may be quite similar to those developed in the classroom and on the job, the students have the feeling that they have had a part in establishing factors on which they as students are willing to work toward desired goals.

Leadership and "Followership" -- There is an opportunity for leadership and "followership" in the club program which take on personal meaning to the student. In the classroom and on the job, the student quite naturally looks to the teacher or the employer as the leader. In this relationship with the teacher or the employer as the leader, little thought is given by the student to "followership". The student is accepting a situation in which he has not had the opportunity to choose between leadership and "followership". In the club program, the student accepts both the position of leadership and that of "followership" with some choice as to the position that he exercises at a given moment or in a particular activity. This, in turn, not only lends itself to the development of leadership abilities, but also, what is just as important, lends itself to the development of "followership" abilities in a situation in which the student has exerted some measure of choice.

Evaluation -- Adult evaluation, as conducted by the teacher-coordinator and employer, is an accepted pattern of instruction. Questions frequently arise as to whether evaluation is fully understood or is accepted by the student. The club program introduces a peer evaluation which may frequently be critical in its approach, but which is also subject to challenge because the evaluation comes from one who is considered an equal. In this framework there is an opportunity for the evaluation processes to become understood and appreciated.

Areas of Emphasis in the Club Program -- The club program gives emphasis to all aspects of the instructional program. For purposes of focus, certain broad areas have been selected which lend themselves readily to methods which are applicable to the club program. Properly conducted, these educational activities within the club program will also strengthen classroom and job instruction. The five areas which have particular emphasis in the club program are:

1. Broadening of economic understanding
2. Increasing knowledge of distribution
3. Maintaining an inquiring attitude toward techniques used in distribution
4. Increasing abilities in citizenship activities
5. Developing an understanding of the social and economic responsibilities of those engaged in distribution

DECA completes the total instructional program. Placing the club program in this perspective suggests its relative importance to the cooperative program. The DECA Chapter, like on-the-job training, is co-curricular to classroom instruction and should in no way dominate in the DE program. It affords the student leadership development in an environment which is student dominated. The club program also serves to help interpret the instructional program to businessmen, faculty, parents, and other students.

Business leaders, both men and women, are expected to join civic, social and professional organizations. They are called upon to serve on various kinds of committees, drives, and are elected to hold leadership positions.[1] On almost every hand they run into various kinds of competition. Where else or how else can a student get similar training if not in a student club such as Distributive Education Clubs of America? DECA work is real, it offers leadership training in youth activities. It matches the civic, social, and professional clubs in which the DE student of today will be working tomorrow. The tag line of DECA is very appropriate. It is, "DECA--Developing Future Leaders for Marketing and Distribution."

The broad purposes of a club, as advanced by the Distributive Education Clubs of America, are: (1) vocational understanding; (2) civic consciousness; (3) social intelligence; and (4) leadership development. A DECA Chapter program of activities guided by these purposes is capable of serving distributive students in line with their career objectives.

DECA activities may be classified as professional, social, civic, benevolent, and fund-raising. Activities within these classifications and the methods with which they are carried out should be evaluated in light of the major responsibilities of distributive education.

It is obvious then that for a well-rounded DE training program, one which will make it possible for a student to acquire technical and social competence which is so essential to happiness and success, club work should be a part of it.

Any student enrolled in any distributive education instructional program in the nation is eligible for membership in his DECA Chapter, his State DECA Association and National DECA. Each DECA Chapter elects its own student officers and the DE teacher-coordinator serves as DECA Chapter advisor. All chapters within a state comprise a state association of DECA which is under the leadership of the State DECA Advisor. Each such unit elects student officers as leaders for that particular group.

Nevada DECA Leadership Conference -- Each year the Nevada DECA Leadership Conference will be held during the spring semester. Each DECA Chapter will have participants in the various contests, activities, and projects. These are of two types, creative and participating. Both are considered to be an integral part of the DE program. In the creative activities, the DECA members complete the assignments prior to Leadership Conference, whereas, in the participating activities they participate during the Leadership Conference.

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[1] The Sears-Roebuck Foundation's philosophy, "Business must account for its stewardship not only on the balance sheets, but also in matters of social responsibility."

Following is a list of the DECA creative activities: Area of Distribution Manual, Merchandise Information Manual, Creative Marketing Project (Chapter), DECA Chapter Scrapbook, and the Individual Studies in Marketing Project (7 areas of study).

The participating activities are: Advertising (ad layout and copywriting), Display (judging a window display), Job Interview, Public Speaking (Topic--"DECA, Developing Future Leaders for Marketing and Distribution"), Sales Demonstration, Deca Student of the Year, and selecting the Nevada DECA Sweetheart.

A practical lesson in politics is encountered as the voting delegates from each of the Nevada DECA Chapters vote on the eight Nevada DECA officers that serve during the next school year.

One of the highlights of the Leadership Conference is the annual Nevada DECA Awards Banquet where the DECA Chapter of the Year and the DE Student of the Year are announced.

The first-place winners in the DECA contests held at the Nevada DECA Leadership Conference will represent Nevada DECA at the National DECA Leadership Conference which is held in late spring in Chicago.

National DECA -- National DECA is composed of State DECA Associations. Student delegates elected by each state in turn elect their own national officers. DECA, Inc., which is the legal sponsoring unit of this national youth movement, elects a Board of Directors, which is the policy-making unit of DECA. This Board in turn employs an Executive Director as administrator of the National DECA Headquarters to carry out the DECA Program of youth activity as approved by the Board of Directors, and which is for the benefit of each state association, each chapter, and each individual member.

It is important to note that since 1954 DECA contests have been approved by the National Association of Secondary School Principals.

Advisory Committee (General) -- Experience proves that vocational distributive education provides the highest degree of service to the community and the student when training programs are planned and managed with the advisory assistance of management, labor, businessmen, merchant organizations, and all other groups concerned with products and services of distributive education. Success in developing cooperation from the various individuals and groups concerned with the program is in direct proportion to the degree that school authorities seek and use their counsel through advisory committees.

Committee members individually and collectively can become vitally interested in helping to find solutions to problems.

The primary purpose of the advisory committee is to make the distributive education program as efficient and effective as possible, so that the community and the DE students may be served to the greatest advantage. Committee recommendations and duties should include advice to the local school authorities on such matters as the following:

1. Establishing standards for the selection of students
2. Advise as to the adequacy of training agencies.

3. Determining training needs of the area and training possibilities
4. Selecting equipment and instructional materials
5. Counseling and placement of students
6. Assist the local teacher-coordinator in making plans for the continuous improvement of the distributive education program
7. Assist the teacher-coordinator in developing an effective adult program for those concerned with marketing and distribution
8. In approving training agreements
9. In evaluating the DE program

The members of the advisory committee should be appointed by the superintendent for one school year, subject to re-appointment.

The members of the general committee should be composed of one person each from the various fields in which training is being conducted.

The membership of the sub-trade committee is usually composed of two employees, two employers, a neutral person and a representative of the schools. When possible, it is recommended that at least two of the committeemen be from training departments.

In-service professional education for employed teacher-coordinators of distributive education programs.

Professional distributive education for the training and professional growth of teacher-coordinators will be conducted under the supervision and direction of the State Supervisor in cooperation with the University of Nevada. Training may be provided through regular institutional courses, short intensive courses, summer workshops, state area and local conferences and other forms of meetings.

## General Principles in Distributive Education

1. Advisory Committee for Distributive Education

   Local school trustees should appoint an advisory committee of adults representing various interests of the community to advise and assist in relating the distributive education program to the occupational needs of the in-school youth and adults.

2. Annual Distributive Education Summer Conference

   The teacher-coordinator of a qualified distributive education program is expected to attend the annual summer conference conducted by the State Board for Vocational Education.

3. Coordination Time

   Local school administrators must provide the teacher-coordinator with sufficient time to adequately coordinate the in-school instruction and the student learner's on-the-job training.

4. Distributive Education Clubs of America

5. Extended Employment

The teacher-coordinator should be employed for two to four weeks beyond a regular teacher's employment period to provide time for coordinating, placing of students, community surveys and planning adult classes. It is recommended that the majority of this extended employment, jointly approved by the local superintendent and the State Supervisor, be at the beginning of the school year.

6. Facilities and Equipment

The school district should provide and maintain adequate space and equipment necessary for a successful distributive education program. A counseling area with sufficient communication devices is recommended.

7. Research by the Teacher-Coordinator

Each teacher-coordinator is encouraged to perform constant research necessary to improve and evaluate his school's distributive education program.

8. Size of class in Distributive Education

It is recommended that each distributive education class enroll not less than 10 nor more than 25 students.

9. Student Records and Reports

Each teacher-coordinator will maintain proper records of students and submit reports as required by the State Supervisor. Such records shall include for each enrollee, name, age, sex, name of employer, occupation, hours of employment, hours of instruction, and/or other information as required.

10. Supervisory Service to Schools

The State Supervisor will render supervisory service to the distributive education teacher-coordinators in qualified schools and make reports of such supervision to the administrator of such schools.

11. Voluntary Agreement for Training Stations

The classes for in-school youth must be organized through voluntary co-operative agreements (preferably in writing) between the schools and employers, which provide for legal employment of the students, an organized program of training on the job and the supplemental vocational instruction in school.

The distributive education teacher-coordinator -- When the foregoing final decisions, factors, and recommendations have been made and found satisfactory, and if the administration decides to activate a program of distributive education, the next step is to employ a teacher-coordinator.

A well qualified teacher-coordinator is an absolute essential to the success of a distributive education program.

It is primarily through the personality and the varied abilities of the teacher-coordinator that the root structure of the program will develop and permeate the life of the community.

The teacher-coordinator must (1) understand the distributive education program. He must realize that his fundamental job is to teach the place of distribution in the economy, the organization of marketing and merchandising activities, and the knowledge, skills and attitudes needed by all persons engaged in distribution. (2) The teacher-coordinator must be qualified to teach distribution and marketing. A qualified teacher-coordinator will have a very substantial preparation in economics and marketing, combined with practical experience. In addition to technical courses and practical experience, he must have professional "know-how" in the field of distributive education. (3) The Teacher-coordinator must conduct the program according to established standards. The following are some essential standards which must be accepted and followed if the program is to accomplish its intended purpose:

1. The DE program must be based upon the findings of occupational surveys of employment opportunities in marketing and merchandising in the area served by the school.

2. An advisory or planning committee including representatives of both the school and the community should assist in planning and developing the program.

3. Provision must be made for correlation of DE classroom instruction and on-the-job training. Instruction in the classroom and on-the-job training cannot be separated, they must be coordinated. (Example: A DE student employed in a shoe store must be allowed to study shoe merchandising as a part of his DE classroom instruction.)

4. Every student enrolled on a cooperative part-time basis must be employed in a distributive occupation which meets all State and Federal laws pertaining to employment practices and meets the standards which have been established for such training stations. Each student should receive credit toward graduation for both classroom instruction and supervised on-the-job training.

# SECTION V

## HEALTH OCCUPATIONS EDUCATION

The philosophy of vocational education is to develop and provide programs to meet the needs for employment in communities and to assist in preparing the individual for gainful employment. Another basic philosophy of vocational education is that of learning to do, by doing, and unless this philosophy can be worked out in a school program, it loses its vocational identity and, consequently, its value to the community.

As demands for more and better health services have grown, national concern over providing a sufficient number of physicians, dentists, nurses, pharmacists, and other professional practitioners has also increased.

To meet the phenomenal growth in numbers and kinds of health workers and in order to provide health services to more people; that is, physicians, dentists, nurses, and others throughout the country, an increasingly large number of supporting personnel with highly diverse skills and training is needed.

The practical nursing education program qualifies women and men to assume responsibility under the direction of the professional nurse and/or licensed physician for the giving of safe nursing care. Students are prepared through an approved self-contained program of vocational nursing.

The function of the program is an education in developing the knowledges, skills and attitudes necessary to give competent and safe care within the areas of nursing for which the student is prepared.

This type of program meets a statewide and community need in providing nursing needs of the sick and to aid in the conservation of health.

The schools are established as a one-year program sponsored by the county school districts, in cooperation with the State Department of Education, Vocational Education Division, and the affiliating hospitals. They are approved by the Nevada State Board of Nursing Examiners.

Federal and State funds administered by the Vocational Education Division assist in defraying instructional salary, equipment and material costs.

Other paramedical occupations such as: X-ray Technician, Associate Arts degree in Nursing, Surgical Technician, Medical Assistants, Medical Records Clerk, Nurses Aide, Home Health Aide, Dental Assistants, etc. are operated under the approval of the State Board for Vocational Education and in accordance with the Nevada State Plan for Vocational Education.

All programs in Health Occupations are under the administration and supervision of the local school district or University of Nevada in cooperation with the State Department of Education, Vocational-Technical and Adult Education Division, and the affiliating hospital or health agency.

### Qualified Teachers and Supervisors

All supervisory and instructional personnel having responsibility for training in the Health Occupations will meet the qualifications for a teacher as set forth in The Vocational-Technical Teacher Certification Requirements.

## Occupations to be Served

The health occupations render supportive services to the health professions such as nursing, medical and dental practice, all of which are concerned with providing diagnostic, therapeutic, preventive, restorative and rehabilitative services to people.

## Special Standards and Requirements

A. Organization and Content of Instruction

Instruction in theory will be closely correlated with supervised practical experience in the clinical phases of the curriculum.

B. Procedures for developing course of study content

1. Preparatory Training

   The services of the Supervisor of Health Occupations will be utilized in organizing preparatory training courses.

2. In-service Training. In-service training programs will be developed by the local coordinator-instructor in cooperation with the State Supervisor of Health Occupations and personnel in the affiliating hospital or health agency.

3. Arrangement for instruction in short units to meet the needs of students.

   The classes will be so arranged that they may be given at any time during the year and at any time during the day or evening.

4. Evening Classes. Persons who have received a license or those who have completed an approved course in practical nursing, but for some reason did not obtain a license, are eligible to enroll in an evening school class. The evening school program is very flexible. Classes may be held at any time or place that is approved by the County Board of Education. These classes are given for the purpose of upgrading the licensed practical nurse.

   The policy is to offer classes in any community where there is a sufficient number of students to meet an established need.

5. Graduation. Candidates for graduation must successfully complete the full course of study as prescribed. Upon completion of the course and recommendations of the coordinator-instructor, a certificate will be granted by the State Department of Education.

## Planning New Programs

In planning new programs in the health field, consideration should be given to:

The need for the program in the community.

Organization of an advisory committee.

What skills, knowledge, and attitudes must one possess to function successfully in this field?

Where and under what conditions are the necessary knowledge and skills being developed, i.e., classrooms, laboratory, clinical facilities?

Where and under what conditions can the necessary knowledge and skills be provided to the optimum?

What segments of the curriculum require close direction by the teacher?

Is the field presently ready to establish educational standards or to accept existing standards of professional boards or societies? If so, what are the standards?

## Other Factors Needing Consideration

Other factors that need to be considered are:

Student recruitment and employment.

Pay scale of graduates.

Possibility of developing core courses for clusters of occupations.

Follow-up evaluations of graduates on-the-job and feed back to schools for curriculum modification.

## Procedures for Keeping Classes Up-to-date

Persons responsible for giving the instruction will be encouraged to attend conventions, conferences and workshops in order to keep up with the latest developments and techniques.

## Requirements for Enrollment

1. In-service training. Enrollees shall be at least seventeen years of age and be regularly employed in the health occupation for which training is given.

2. Preparatory training. Enrollees shall be at least seventeen years of age; be of good moral character; have good physical and mental health; and be capable of benefitting by the training.

## Establishment of Training Programs

The establishment of training programs in other health occupations will be based on actual needs for such training and an analysis of the health occupation to be taught. The needs for such training shall be determined by a representative advisory committee.

## Supervised Practical Experience

The program of instruction will combine and coordinate theory with laboratory and practical experience, which will be appropriate to the vocational objective of the student, to develop competencies necessary for employment in the occupation or occupational field for which the student is being trained.

A major part of the supervised practical experience required in the curriculum will be spent on activities directly related to patient needs.

Assignments and guidance of students' learning activities will be under the direction of a person or persons who are qualified under this State Plan and who are responsible for the units of instruction in the overall program.

## Types of Health Occupations Training Programs

### A. Preparatory

Any type of paramedical occupation can be taught that leads to gainful employment with the exception of those requiring a baccalaureate degree or considered professional. In order to better serve student needs and fill the growing demand for supporting medical personnel school district administrators should consider some of the following in extending and improvising vocational-technical education programs on the high school and post-high school levels.

A plan may be devised for providing an amalgamated training program for 17 kinds of paramedical personnel, such as:

Nursing, practical nursing
Surgical Technician
Medical Assistant
Medical Secretary
Medical Records Clerk
Medical Records Technician
Medical Laboratory Assistant
Dental Assistant
Dental Technician
Physical Therapy Assistant
Occupational Therapy Assistant
X-ray Technician
Ward Clerk
Nurses Aide
Home Health Aide
School Health Aide
Hospital Housekeeping

The above and additional programs are possible through a two-year curriculum with the 1st year being a core curriculum and the second year for specialization.

## Local Advisory Committees for Health Occupations

An advisory committee provides a two-way system of communication between the school and the community which is essential to all educational programs.

An educational advisory committee either at a national, state or local level has no administrative or legislative authority.

Advisory committees for Health Occupations are appointed by the county superintendent or the local director of Vocational-Technical Education, as designated by the County Board of Education.

The committee should be composed of representatives of: School Administration, Hospital Administration, Professional Nursing, Practical Nursing, Consumer of Nursing Service, other Health Occupations, and Employment Service.

## Records and Equipment

### Records

(1) Student Records. Individual records must be maintained for each student enrolled in programs for Health Occupations to show that counseling, testing, previous school records, work experience, follow-up, etc. will be used to assure a reasonable probability that the students will profit from instruction offered.

Follow-up records of graduates and/or students terminating enrollment in technical programs are to be maintained, terminating enrollments in Health Occupation programs are to be maintained by the local school district and information is to be forwarded to this office at the completion of the program or class.

### Equipment Records

(2) Equipment Records. Local schools must maintain perpetual inventory records of all equipment purchased with Federally reimbursed funds. These records will be subject to review by the State Board for Vocational Education at any time.

# SECTION VI

## VOCATIONAL HOME ECONOMICS EDUCATION

Vocational education in home economics under the State Plan shall be designed for persons 14 years of age or older who have entered or who are preparing to enter upon (a) useful employment in the home (hereinafter referred to as homemaking) or (b) gainful employment in an occupation involving knowledge and skills of home economics subjects.

### I. Homemaking Education

### A. Homemaking Education Defined

Vocational education for homemaking means education which provides instruction which will enable individuals to improve their family life through more effective development and utilization of human resources. Fundamental to effective living are the competences to: *

- establish values which give meaning to personal, family and community living; select goals appropriate to those values.
- create a home and community environment conducive to the healthy growth and development of all members of the family at all stages of the family cycle.
- achieve good interpersonal relationships within the home and within the community.
- nurture the young and foster their physical, mental and social growth and development.
- make and carry out intelligent discussions regarding the use of personal, family and community resources.
- establish long range goals for financial security and work toward their achievement.
- plan consumption of goods and services, including food, clothing and housing, in ways that will promote values and goals established by the family.
- purchase consumer goods and services appropriate to an over-all consumption plan and wise use of economic resources.
- perform the tasks of maintaining a home in such a way that they will contribute effectively to furthering individual and family goals.
- enrich personal and family life through the arts and humanities and through refreshing and creative use of leisure.
- take an intelligent part in legislative and other social action programs which directly affect the welfare of individuals and families.
- develop mutual understanding and appreciation of differing cultures and ways of life, and cooperate with people of other cultures who are striving to raise levels of living.

### B. State Plan Requirements for Secondary Programs

1. A Certified Vocational Teacher - (A Bachelor's Degree is required with a major in home economics from a college or university approved for the

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* American Home Economics Ass'n., New Directions In Home Economics, 1959.

training of Vocational Home Economics teachers by the State Board of Education in that state. A person who has a Bachelor's Degree in an area other than home economics may qualify to teach Vocational Home Economics if she has 45 semester hours credit in Home Economics including work in all areas; and if she has 18 semester hours of credit in professional education in the secondary field including six semester hours of home economics education. Also, four semester hours of supervised teaching at a secondary level is required in a school meeting the requirements of a Vocational Home Economics program. Two years of successful teaching experience in home economics may be substituted for the supervised teaching experience.)

2. A Basic Two-Year Sequence - This sequence shall be available to provide the individual with instruction in the five areas of homemaking: Child Development and the Family; Clothing and Textiles; Foods and Nutrition; Housing and Home Furnishings; and Home Management and Equipment. One year of the basic two-year program may be taught in the ninth grade of a junior high school which feeds into the vocational program.

   Courses which meet the basic two-year program are as follows:

   Homemaking I
   Homemaking II (GENERAL HOME ECONOMICS)
   Senior Homemaking
   Home Management I and II
   Family Living I and II

   If the above courses do not constitute the basic two-year program, a school may submit a plan showing how the requirements of the two-year basic sequence are met through other offerings.

3. Time Requirements - The time schedule for a homemaking class shall not be less than that required for a full unit of credit for high school subjects in that school.

4. Supervised Practical Experience - The program of instruction shall provide a variety of kinds of learning experiences in all the major areas of homemaking including participation in directed home and community experiences. Home learning experiences shall be learning activities, short-term or long-term, to be done at home or in the community, selected and planned to help achieve specific learning objectives and preferably integrated with classroom learning objectives and activities. Activities of the Future Homemakers of America may also provide supervised practical experience in homemaking activities.

5. Program Development - Time shall be provided in the teacher's schedule for activities related to the development of the homemaking program. These include: having pupil conferences, performing advisory responsibilities of Future Homemakers of America, meeting with advisory committees; making surveys; extending and improving the program; and discharging other responsibilities for program development.

6. The Homemaking Department - Each school district shall provide adequate space, equipment, supplies and teaching materials for the effective

teaching of all areas of the homemaking program. Adequate space shall also be provided for storage of teaching materials and a standard file f reference and illustrative materials.

7. Enrichments - (Recommended but not required for reimbursement)

   a. Program

   In addition to the basic two-year sequence required for an approved Vocational program, semester or full year courses may be approved fo reimbursement such as the following:

   Family Living
   Foods I, II
   Clothing I, II
   Home Management & Equipment
   Housing & Home Furnishing
   Child Guidance
   Consumer Education
   Other (As approved)

   b. Future Homemakers of America

   The youth organization, Future Homemakers of America, is an integral part of the Nevada homemaking education program. Group work and community experiences of members of the FHA supplement the learnings of homemaking classes and also increase the opportunity for the development of leadership and intelligent participation in group endeavors.

   Any student enrolled in a secondary school, who is taking or who has taken a course in junior or senior high school may become a member.

   c. Adult Education Program Requirements

      1. A Certified Vocational Teacher (see requirements listed in I, B, 1) In addition, a teacher of adults shall have had as a part of pre-service preparation, some work teaching adults; or participa in in-service teacher education provided for teachers of adult home economics classes. Also, an adult teacher shall have had practical experience related to the area(s) taught.

      Teachers from fields related to home economics may qualify for a adult vocational home economics certificate if they have had special training in college or on-the-job in the particular area to be taught. In addition, prior preparation for teaching or pa ticipation in in-service education provided for teachers of adul homemaking classes is required; also, some practical experience related to the area(s) taught.

      2. Objective of Instruction - Vocational Education in homemaking fo adults and out-of-school youth shall provide instruction which w enable individuals to improve their family life through more effective development and utilization of human resources. Experiences appropriate for a program of adult homemaking education i clude units, courses, clinics or conferences, etc. which:

      -- deal with problems or situations directly related to the welf of families

-- lead adults to see more clearly their goals of family life and the values they want out of it.

-- increase adults' ability to see more clearly their goals of family life and the values they want out of it.

-- increase adults' ability to reach independent answers through thinking rather than accepting "right" answers as defined by a teacher or textbook.

-- show how skills, management and personal relations may be combined to enrich family life.

-- encourage adults to develop their creative ability in many areas of homemaking.

3. Length of Class - Organized instruction in any adult class, clinic or conference, shall be of such length as will best meet the needs and interests of the group to be served and accomplish the results desired.

4. Administrative Relationships and Arrangements - Supervision of adult offerings shall be provided by the county school districts. School districts shall provide the space, equipment, maintenance and teaching materials that will make possible an effective out-of-school youth and adult education program.

   It is recommended that a minimum of ten should be enrolled in a reimbursed adult homemaking class.

## II. Home Economics for Gainful Employment

### A. Home Economics for Gainful Employment - Defined

Vocational education in home economics directed toward gainful employment provides instruction that qualifies individuals to engage in occupations involving knowledge and skills in home economics subject matter areas: child guidance; clothing and textiles; food and nutrition; home and institutional management; and home furnishings and equipment. Included are such occupations as those which provide services to families in the home and similar services to others in group situations; those which provide assistance to professional home economists and professionals in fields related to home economics in business, agencies and organizations; and other occupations directly related to one or more subject matter areas.

# CHART I

## SOME EXAMPLES OF OCCUPATIONS USING HOME ECONOMICS KNOWLEDGE AND SKILLS

| Occupations | Grades 11 & 12 | Grades 13 & 14 | School Dropouts or Special Groups | Adult |
|---|---|---|---|---|
| **AREA OF FOOD MANAGEMENT PRODUCTION & SERVICE** | | | | |
| Food Service Worker | x | | | |
| Food Service Assistant | x | x | x | x |
| Food Service Supervisor | | x | | x |
| School Lunch Manager | | x | | x |
| Food Demonstrator | | x | | |
| Food Service Technician | | x | | |
| **AREA OF CARE AND GUIDANCE OF CHILDREN** | | | | |
| Child Care Aide or Worker | x | | x | x |
| Assistant in Nursery School or Day-Care Center | | x | | x |
| Child Care Supervisor | | x | | |
| **AREA OF INSTITUTIONAL AND HOME MANAGEMENT** | | | | |
| Homemaker Service (Visiting Homemaker) | | | | x |
| Homemaker's Assistant | | | x | x |
| Management Aide in Low-Rent Housing | | | | x |
| Institutional Housekeeper | | | x | x |
| Hotel and Motel Housekeeping Aide | | | x | x |
| Companion to the Elderly | | | | x |
| **AREA OF CLOTHING MANAGEMENT PRODUCTION AND SERVICE** | | | | |
| Assistant Seamstress | x | | x | x |
| Seamstress | | | | x |
| Clothing Alterer | x | | x | x |
| Dry Cleaning & Laundry Aide | x | | x | x |
| Home Furnishings and/or Clothing Technician | | x | | |

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The above chart indicates the broad scope of occupations, which utilize home economics knowledge and skills, and it also suggests occupations appropriate for upper secondary students, youth studying at 13 and 14 grade levels, and for out-of-school youth and adults. A description of responsibilities usually carried by employees in these occupations and some possible places of employment are included in Chart I

## CHART II

## RESPONSIBILITIES AND OPPORTUNITIES FOR EMPLOYMENT IN SOME OCCUPATIONS UTILIZING HOME ECONOMICS KNOWLEDGE AND SKILLS

| OCCUPATIONS | RESPONSIBILITIES | POSSIBLE PLACES OF EMPLOYM |
|---|---|---|
| AREA OF FOOD MANAGEMENT PRODUCTION & SERVICE | | |
| Food Service Worker | Prepare and serves food, under direction of food service supervisor. | Hotels, restaurants, lunch rooms, children's homes, nursing homes, child day care centers, private club catering services, school cafeterias, hospitals, and individual family homes. |
| Food Service Supervisor | Assistant to Dietician or manager of food establishment. | |
| AREA OF CARE AND GUIDANCE OF CHILDREN | | |
| Child Care Worker | Assists the director or mother helping with the various activities of the children. | Day care centers, nursery schools, recreational centers, children's homes, childrens' hospitals or pediatric wards and individual family homes. |
| Child Care Supervisor | Assistant Director. Assists in management of center, in guidance of children, and development of planned program for center. | |
| AREA OF CLOTHING MANAGEMENT PRODUCTION AND SERVICE | | |
| Assistant Seamstress | Assists a professional dressmaker in fitting, altering, styling and constructing garments. | Speciality stores, cleani establishments, departme stores, private business (as a dressmaker) individual family homes. |
| Seamstress | Constructs, styles, fits, and alters clothing. | |
| Home Furnishings and/or Clothing Technician | Makes custom home furnishings as draperies and slip covers. | Furnishings, decorating, gift departments or speciality shops; decorato studios. |

CHART II, (continued)

| OCCUPATIONS | RESPONSIBILITIES | POSSIBLE PLACES OF EMPLOYMEN |
|---|---|---|
| AREA OF INSTITUTIONAL AND HOME MANAGEMENT | | |
| Homemaker's Assistant<br>Housekeeping Assistant | Maintains clean and orderly home or institution, working under supervision of homemaker or housekeeping supervisor. | Public and Private housing developments; hotels and motels; individual family homes, family service agencies. |
| Homemaker Service (Visiting Homemaker) | Performs duties of the homemaker when there is illness or emergency in the family. | |

It is important to note that these occupations range in scope from semi-skilled or entry-level jobs to those requiring more technical competencies. They are classified into three skill level categories in Chart III.

## CHART III*

## CLASSIFICATION OF SOME OCCUPATIONS AT THREE SKILL LEVELS

| SEMI-SKILLED OR ENTRY-LEVEL | SKILLED LEVEL | MORE ADVANCED LEVEL |
|---|---|---|
| Child Care Worker | Child Care Assistant | Child Care Supervisor |
| Food Service Worker | Food Service Assistant<br>School Lunch Manager | Food Service Supervisor<br>Food Demonstrator |
| Assistant Seamstress | Seamstress | |
| Clothing Alterer | Home Furnishings Assistant | Clothing Technician |
| Hotel & Motel Housekeeping Aide | Homemakers Service | Management Assistant in multi-housing proje |
| Homemaker's Assistant | Management Aide in Low-Rent Housing | |

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The organization of the above chart implies that occupations listed at the semi-skil or entry-level are not dead-end jobs. For example, with successful performance on the job and with additional preparation, a person may advance from a child care worker into a child care assistant and then to a child care supervisor. It is important that prospective trainees be helped to see all avenues of promotion and/or advancement as a basis for making occupational choices.

* State Department of Education, "A Guide for Developing Occupational Programs in Home Economics Education", Columbia, South Carolina, 1966, pp. 3-5.

Some examples of occupations using home economics knowledge and skills are as follows: (See Chart I, II, and III).

B. Guidelines for Developing Programs to Train for Gainful Employment

The following guidelines are recommended for planning and initiating a local program to train for gainful employment:

1. Home Economics programs for gainful employment should possess the potential of making valuable contributions to one or more of the broad national programs now receiving national emphasis such as: decrease of unemployment; improvement of economic status of low-income groups; reduction of dropouts in the secondary schools and juvenile delinquency; and increase in employability of youth not planning to go to a four-year college; and, the employability of adults who wish to enter or re-enter the labor market.

2. The decision for offering a specific gainful employment program should be supported by evidence

   (a) that employment will be available for those who successfully complete the training.
   (b) that there are individuals who are interested and will become trainees if the program is offered.
   (c) that adequate laboratory or work experience can be provided as a part of the training.

3. Adequate amount of time should be provided for the teacher(s), coordinator, or other personnel for the pre-planning as well as the offering and the evaluating of the program.

4. A carefully planned survey through personal interviews with potential employers will provide valuable information for determining:

   (a) if the need exists for a specific training program.
   (b) if the necessary cooperation can be obtained for providing work experience and employment.
   (c) the specific type of training desired to be used as a basis for curriculum development.

5. Support and cooperation of local and state administrators is essential in order that the policies and procedures developed for the gainful employment program will be in harmony with the overall functions and philosophy of the local school and state vocational program.

6. Community support and cooperation may be greatly furthered through a carefully selected local advisory committee or council in advising and evaluating the various aspects of the program.

7. Close cooperation and vocational counseling services will help the teacher in determining basis for student selection and recruitment, work-experience and employment opportunities, placement and follow-up of students.

8. Conferences with local, regional and state leaders of related services, agencies and programs will provide much valuable information to use in planning programs as well as in obtaining cooperation in carrying out and evaluating the program.

9. The curriculum for a gainful employment program should place emphasis on the development of attitudes and personal characteristics necessary to obtain and hold a job.

10. The objectives, content in terms of concepts and generalizations, learning experiences, resource materials, facilities and evaluation materials for developing curriculum materials should be based on the job analysis of a specific occupation in order that the desired competencies will be developed or of a related cluster of occupations.

Chart IV compares programs to train for gainful employment with programs to train for homemaking education.

## CHART IV

## A COMPARISON OF HOMEMAKING PROGRAMS WITH PROGRAMS TO TRAIN FOR GAINFUL EMPLOYMENT

| HOME AND FAMILY LIVING (useful employment) | AND | OCCUPATIONAL TRAINING (gainful employment) |
|---|---|---|
| The curriculum is broad in scope in a home and family life program. | | The curriculum is specific and limited in scope; training is specific to a particular job. |
| The main purpose is to develop basic principles in subject matter as they relate to home and family living. | | In addition to learning basic principles in home economics, the development of a high degree of proficiency in a wage earning occupation is necessary. |
| Home economics helps individuals assume the roles in the family appropriate to their stage of growth. | | Individuals are motivated to develop ethical, job related interpersonal relationships including those employer-employee. |
| All students are encouraged to participate in a home and family living program. | | Trainees are selected in relation to their potential for training. |
| Programs contribute to meeting the needs of families in the cultural and community setting. | | Programs contribute to meeting needs for workers in occupations which use knowledge and skills of home economics. |
| A program in home and family living belongs in every secondary school curriculum. | | Programs will be developed only when employment opportunities for trainees exist. |
| Planned extended learnings are included as part of the curriculum. | | Supervised work experiences are included as part of the training program. |
| Immediate evaluation of programs in home and family living is difficult. | | Evaluation is in terms of performance and the ability to get and hold jobs. |

ADAPTED FROM WORKING PAPERS DEVELOPED AT IOWA STATE UNIVERSITY, 1964. Courtesy of Miss Margie Lowrance, State Supervisor, Home and Family Life Education, State of Washington.

## C. Secondary Program Requirements to Train for Gainful Employment

### 1. A Certified Vocational Teacher

In addition to meeting the requirements as a Vocational Homemaking Teacher, a teacher shall have had occupational experience as an employed or volunteer worker in the area for which training is offered or bring into the classroom resource people with occupational training who can assist with the training. In addition, the teacher shall have had in-service education on methods of training for employment, including employer-employee relationships and working relations with the employment service.

Persons employed to teach a part of an intensive course in training for gainful employment under the direction of a Teacher who is coordinator or director of the course, shall hold a certificate in the field of instruction in which they are employed. These specialized instructional service personnel shall have a minimum educational requirement of a high school diploma or its equivalent and in addition shall have one year of successful experience or its equivalent in the specific occupational field of instruction.

### 2. Objective of Instruction

Instruction shall be designed to fit persons for employment in a recognized occupation. All students receiving instruction in preparatory classes or supplementary under the State Plan will have an occupational objective which is a matter of record. This objective may either be a specific recognized occupation or a cluster of closely related occupations in an occupational field.

### 3. Instructional Program

Instruction shall be related to the occupation for which the student is being trained. Such instruction shall include classroom instruction and field, laboratory, cooperative work or occupational experience.

When necessary, instruction may also be provided which is related to the occupation for which the student is being trained. Such instruction may be designed to enable individuals to profit from instruction related to the occupation for which he is being trained by correcting whatever educational deficiencies or handicaps which prevent her from benefiting from such instruction, such instruction must be provided in courses which are an integral part of the vocational education program in which the student is enrolled. A course in home management might be an example of related instruction.

The program of instruction shall be developed and conducted in consultation with potential employers and other individuals or groups of individuals having skills in and substantive knowledge of the occupation or occupational field representing the occupational objective.

The program of instruction will include the most up-to-date knowledges and skills necessary for competencies required in the occupation or occupational field in which the individual is being prepared.

The program of instruction shall be sufficiently extensive and intensive within a scheduled unit of time to enable a student to develop competencies necessary to fit him for employment in the occupation or occupational field for which he is being trained.

The program of instruction will combine and coordinate related instruction with field, laboratory, cooperative work, or other occupational experience which (a) is appropriate to the vocational objective of the student, and (b) is of sufficient duration to develop competencies necessary to fit him for employment in the occupation or occupational field for which he is being trained, and (c) is supervised, directed, or coordinated by a person qualified under the State Plan.

Whenever the educational agency offers cooperative work experience programs, cooperative arrangements (preferably in writing) shall be made between the school providing the instruction and the employers providing on-the-job training through part-time employment of such student-learners. Such cooperative arrangements shall provide for (1) the employment of student-learners in conformity with Federal, State and local laws and regulations and not resulting in exploitation of such student-learners for private gain, (2) an organized program of training on-the-job, and (3) supplemental vocational instruction in school.

D. Post-Secondary Program Requirements

1. Teacher Requirements

   A teacher for a program at this level must be an approved vocational instructor. She shall have had sufficient occupational experience as an employed or volunteer worker or in a supervised work program to have demonstrated occupational competence, knowledge, and skill in the subject to be taught. In addition to meeting the above requirements, teachers in the University of Nevada must meet the requirements of the college for certification.

2. For Whom Planned

   Post-secondary school programs shall be for persons who have completed or left high school and who are available for full-time study in preparation for entering the labor market.

3. Occupations to be served

   Occupations to be served may include any occupation in which an individual can profit from training or retraining and in which instruction does not lead to a baccalaureate or higher degree and is not considered professional in nature.

4. Objective of Instruction (See II, C, 2)

5. Instruction (See II, C, 3)

E. Programs for Adults and Out-of-School Youth - Requirements

These programs may be offered as extension classes in high schools, in area vocational-technical schools, and in other appropriate places. They may be preparatory to employment or supplementary to employment.

1. A Certified Vocational Teacher (See I, C, 1.)
2. Objective of Instruction (See II, C, 2.)
3. Instructional Program (See II, C, 3)

F. Programs for Persons with Special Needs - Requirements

Classes may be organized for individuals with academic, socio-economic, or other handicaps to prepare them for entrance into occupations in keeping with their interests and abilities. Programs will vary in duration and intensity according to the needs of the group to be served and the objectives of the program.

1. Teacher Requirements

   Same as II, C, 1. In addition, it is recommended that teachers selected will have demonstrated an understanding of the cultural background of disadvantaged youth and ability to respect and accept such handicaps.

2. Objective of Instruction -- to train for gainful employment.

   (See II, C, 2.)

3. Instructional Program

   (See II, C, 3.)

## III. REIMBURSEMENT POLICY FOR VOCATIONAL HOME ECONOMICS
(Reimbursed under George Barden and Smith-Hughes Funds)

A. Homemaking Education -- See Reimbursement Policies Section.

## IV. ADDITIONAL REQUIREMENTS AND RECOMMENDATIONS FOR VOCATIONAL HOME ECONOMICS PROGRAMS

A. In-service Education

The teacher of homemaking in a qualifying school is required to attend the annual summer conference called by the State Board for Vocational Education. The State Board in calling the conference will authorize in advance of each conference a specific amount for travel and per diem expenses of the teacher. The amount will be based on the number of days of the conference and distance traveled. The school district will be reimbursed in full for this expenditure

The State Supervisor of Home Economics Education will render supervisory service to the vocational homemaking instructors in each qualifying school and make reports of supervision to the administrators of such schools.

## B. Plans for Continuity in Program

The development of a progression of experiences and new learnings will help create and maintain pupils' interest. The sequence of learnings in all phases of homemaking should be evident to pupils, parents, guidance personnel and administrators.

A scope and sequence chart prepared cooperatively by all teachers sharing in the homemaking education program should be available in every homemaking center. This plan should be organized as simply and concisely as possible to present a bird's-eye view of the local homemaking education program. It should indicate specific learnings in every phase of homemaking for each course offered from grades 7 through 12. A scope and sequence plan requires frequent revision to meet the needs of changing situations and groups. It is the responsibility of the homemaking teacher(s) to keep the chart up-to-date.

## C. Approval of Courses

An official list of courses approved for high schools of Nevada has been published by the State Department of Education. Applications for approval of any courses not on this list may be submitted to the Curriculum Director, State Department of Education, for approval by the State Board of Education. A course plan indicating goals, desired learnings, learning activities and a bibliography should be prepared by the homemaking teacher and submitted to the curriculum director for approval by February if a course is to be offered for the first time in September. Those courses to be introduced in February may be submitted by June.

## D. Financial Plan

Administration of a satisfactory homemaking program requires a financial plan. A teacher needs definite knowledge of the amount of money available for homemaking education and should make recommendation for expenditures. A financial plan should provide for the following:

(1) Capital outlay for new equipment and furnishings with estimated costs.
(2) Maintenance of furnishings and equipment, replacement of worn out and broken equipment, redecorating any part of the department.
(3) Instructional supplies for the teaching of all areas of homemaking.
(4) Books, pamphlets, and audio-visual aids to provide a broad background for learning.

## E. Department Records

The following records for the homemaking department should be kept on file at the school:

(1) Copies of descriptive and statistical reports for the past five years.
(2) Scope and sequence chart for the total homemaking education program.
(3) Course plans and approvals for new courses added.
(4) Financial plans, both current and long time.
(5) Inventories of equipment, furnishings and books in the homemaking center.
(6) Correspondence and materials from the State Division of Vocational Education, including the Curriculum Guides.

F. Forms and Reports

All information requested on forms is needed for records and reports. Therefore, they should be filled in completely and accurately. One copy is to be retained by the teacher for her files. One copy is to be given to the principal, or vocational director and one copy is to be sent to the State Supervisor.

G. Extended Employment

Teachers may be employed beyond the regular year for services directly connected with the vocational homemaking program provided that a plan for the use of this time is submitted and approved by the State Supervisor of Home Economics before the extended time begins.

H. Supervisory Services

The State Supervisor of Home Economics Education will, upon request, provide supervisory services to any school which offers instruction in home economics.

I. Relation of Policy Bulletin to State Plan

Interpretations of any phase of the program of operations in homemaking education as set forth herein, shall not be in conflict with the Nevada State Plan for Vocational Education.

## SECTION VII

## TECHNICAL EDUCATION

### Program Of Instruction

I. Objective of Instruction

Technical education shall be designed to train persons for employment as highly skilled technicians in recognized occupations requiring scientific knowledge and technical skills. Instruction will include technical training or retraining for

1. Those persons preparing to enter a recognized technical occupation upon the completion of instruction

and

2. Those persons who have already entered a technical occupation, but desire to upgrade or update their technical skills and knowledge to enable them to achieve stability or advancement in employment.

All students receiving technical education instruction in preparatory classes shall declare a technical occupational objective which will be made a matter of record in the contract between the State Board and the school conducting the program.

II. Persons to be Served

| | | |
|---|---|---|
| 1. | Secondary: | Persons who are regularly enrolled in a county high school. |
| 2. | Post-Secondary: | Persons who have completed or left high school and who are available for full-time study in preparation for entering the labor market. |
| 3. | Adult: | Persons who have entered the labor market and who need training or retraining to achieve stability or advancement in employment or self-employment. |

III. Soundness and Quality of Instruction

1. Organization and content

The technical education program of instruction will be based on a consideration of the knowledge and skills required in the technical occupation for which instruction is being provided including a planned logical sequence of these essentials of education and/or experience necessary for the individual to meet his technical occupation objective.

2. Counsel and advice

   The technical education program of instruction will be developed and conducted in consultation with potential employers and others with substantive knowledge of the occupational field representing the occupational objective.

3. Up-to-date instruction

   The technical education program of instruction will include the most up-to-date knowledge and skills necessary for competencies required in the occupational field in which the individual is being prepared, or upgraded, or updated.

4. Duration and intensity of instruction

   The technical education program of instruction will be sufficiently extensive in duration and intensity to enable the student to develop competencies necessary to fit him for employment in the occupation for which he is being trained.

## IV. Reimbursable Instruction

Instruction supported by State, local or Federal funds used for matching shall be designed to meet the following criteria:

1. Instructor qualifications meet the requirements of the State Plan for technical education programs.
2. All students enrolled in the class shall have on record a technical education objective.
3. Course content is specifically designed and organized to support the occupational education of the technician.

# Requirements

## I. Adequate Facilities, Equipment and Materials

Classrooms, laboratories, libraries, and other facilities including instructional equipment, supplies and teaching aids shall be adequate in supply and quality to carry out the occupational objectives for which the education is intended.

The selection of equipment and the planning of the facility should be developed concurrently with the curricula. Advisory and consultative committees made up of representatives of the technical occupations can offer valuable assistance in the above process.

## II. Advisory Committees

An advisory committee appointed by the local school should assist in the organization and development of every technical education program. Some activities of the advisory committee may include:

1. Identifying the needs for technical training.
2. Advising as to proper equipment, facilities and content of instruction.
3. Determining job opportunities.

## III. Organization of Program

The program of instruction shall consist of a sequence of specialized technical, technical support, basic science and mathematics, and non-technical subjects organized and conducted under public supervision and control. The program of instruction shall offer the following types of classes:

1. Preparatory (Full-time)

   This preparatory instruction shall be designed to prepare students for entry into employment in recognized occupations which require a direct application of scientific knowledge and technical skills. Preparatory programs for post-secondary students shall be organized on a full-time basis.

   a. Preparatory (Part-time)

      For persons unavailable for full-time study who wish to prepare for entrance into a technical occupation.

2. Adult

   Programs for adults shall consist of sufficient duration to provide instruction in a designated subject area. Class instruction shall provide occupational preparation or improvement for those enrolled. Such classes shall be organized as follows:

b. Supplementary

For persons employed in technical or technical related fields who wish to improve their knowledge and technical skills.

IV. Occupationally Oriented Instruction

1. Instruction related to the technical occupation

"Instruction related to the occupation for which the student is being trained" means instruction which is designed to fit individuals for employment in a recognized technical occupation. Such instruction shall include classroom, shop, field, laboratory, cooperative work, or other occupational experience.

2. Instruction necessary to benefit from training

"Instruction which is necessary for a student to benefit from technical education instruction" means instruction which is designed to enable individuals to profit from instruction related to the technical occupation for which he is being trained. This instruction shall be provided in courses which are an integrated part of the technical education program in which the student is enrolled.

V. Procedure for Securing Approval for Technical Education Programs

1. Request for approval to initiate a technical education program on an APPLICATION FOR APPROVAL OF A VOCATIONAL EDUCATION PROGRAM FORM VED 1

2. The above form requests the following information:

   a. Occupational field for which this training program is intended.
   b. Dates for starting and ending the instructional program.
   c. Total length of time to complete the training program.
   d. Estimated number of students to be trained.
   e. Specific training objective.
   f. List of major divisions of the course outline.

3. Complete a VED-2 form APPLICATION FOR REIMBURSEMENT OF THE COSTS for Major Equipment - Minor Equipment and Supplies - Travel - and other allowable expenses.

# SECTION VIII

# TRADE AND INDUSTRIAL EDUCATION

## Student Services

### I. Selection

A good system of student selection involves effective recruitment and appropriate selection techniques, combined with vocational counseling. Programs for training highly skilled technicians require students with high intellectual ability, a good background of mathematics and science, and an interest and aptitude for technician work.

Students shall be selected on the basis of appropriate criteria which includes:

1. Work experience
2. Previous training
3. Test results
4. Some mechanical aptitude and dexterity
5. An overall above average record in four years of high school work

Students should have the essential general education background to profit from the instruction and to fit them for the technical occupation for which the training is given.

### II. Counseling, Placement and Follow-up

A well-planned guidance program may include:

1. Recruitment (student)
2. Selection
3. Counseling
4. Placement
5. Follow-up

The guidance function is equally important in evening programs. Potential students for courses or sequences of courses designed to prepare evening students to advance on their job, may be in need of advice and counseling.

Evening guidance services should be equivalent to similar services for day students.

## Qualifications of Personnel

### I. Teachers

Teaching staffs in day and evening technical training programs are authorized to teach in the field listed on approved credential. General requirements for technical teachers as described in the Nevada State Plan will be applicable.

## Records and Reports

### I. Records

1. Student Records--Individual records must be maintained for each student enrolled in technical education curricula to show that counseling, testing previous school records, work experience, follow-up, and other appropriate criteria will be used to assure a reasonable probability that the students will profit from the instruction offered. Follow-up records of graduates and/or students terminating enrollment in technical programs are to be maintained by the local schools for at least five (5) years immediately following termination as a student, and the information is to be forwarded to the State office annually.
2. Equipment Records--Local schools must maintain perpetual inventory records of equipment purchased with Federally reimbursed funds. These records will be subject to review by the State Board for Vocational Education at any time.

### II. Report Forms

From time to time, reports will be requested which will provide us with the information needed to administer the program under the Rules and Regulations set forth by the Vocational Education Act of 1963.

Typical questions to be answered will be:

1. Number of students enrolled
2. D. O. T. for the curriculum
3. Number placed in the occupation or related occupation
4. Number unemployed
5. Number in armed forces
6. Estimates of instructional costs, travel, extended contracts, etc.

Assistance is available from this office for persons designated to complete these forms.

# TRADE AND INDUSTRIAL EDUCATION

## Part I

1. General Policies and Procedures

   A. Objectives:
   Vocational education in trades and industries is designed for persons over 14 years of age who have entered upon or are preparing to enter upon the work of a trade or industrial pursuit. Among groups served are the following: journeymen and other industrial workers, apprentices and other learners, out-of-school youths and in-school youths. Instruction may also be provided for industrial supervisors and supervisory personnel representing both management and labor who may need training to assist in special phases of their work including: the training of workers; job organization and improvement; the development of skills, knowledge and judgment; provisions for safety and safe working practices; and the study of federal and state legislation affecting workers.

   B. Purposes of the Training Program

      1. Primary Purposes:
      The primary purposes of a local vocational trade and industrial education program may be stated as follows:

         a. To provide preparatory or extension courses and services for employed and unemployed youths and adults of the community that will lead to the development of skills or technical knowledge, or both, in accordance with the need for such courses in order to provide worker replacements and to meet changing work requirements, as these are determined by the schools in cooperation with the employers and labor representatives.

         b. To assist youths, while still in school, in selecting occupations in the manufacturing or service fields of work; to provide training preparatory to employment; and to assist those so prepared in obtaining employment in the occupations for which training has been given.

         c. To design all courses so that the principles of good citizenship and good workmanship as well as the organization and economics of our industrial system will be considered. To be effective, a program must keep pace with changes in training needs of its people and employment requirements. To do this, the program and facilities must remain flexible, and those responsible for its operation must continually be alert to the needs of industry and business. Since labor is more mobile today than ever before, all training should emphasize standards and practices that have a high degree of uniformity with those in other communities and sections of the nation.

      2. Planning:
      In planning any instructional program, the schools should consider the

two following criteria:

a. The functional instructional content in the course should fill the requirements of the occupation as found in the employment area. It should be based on skills and knowledge the workers may need and on variations in the skill and technical knowledge requirements among the several possible places of employment.

b. For adults, especially courses for the extension or development of skills or technical information should be organized in short units complete in themselves so that any unit in the course may be taken by an individual to meet his needs at a given time.

If the preceding criteria are organized and continuously followed by officials seeking opportunities for new and better training services in the area, both workers and employers will benefit and a strong and lasting program will be developed. Employers will find improvement in the industrial occupations and workers will be able to obtain the training in the amount needed and at the time needed.

C. Procedures for Establishing Programs:

1. Before a program of trade and industrial education is established, a thorough study should be made of the training needs of the employment area and the services of a representative advisory committee should be secured.
2. Once the need for training in a specific occupational field has been established, the local officials in cooperation with the advisory committee and the staff of the trade and industrial education section of the State Department of Education should determine which of the programs of trade and industrial education can best satisfy the training needs.
3. Care should be taken in selecting a program to assure that adequate facilities can be provided.
4. Once the type of program has been established, application should be made to the State Department of Education, Vocational Division, Trade and Industrial Section, for approval to operate the program if reimbursement is expected.
5. When the program is approved, the local schools should then hire a teacher who meets the qualifications for the type of program that is to be operated.

## Part II

1. Secondary Preparatory Programs

A. Objectives of Programs
Vocational industrial education for high school students includes any subject designed to develop manipulative skills, technical knowledge and re-

lated information necessary for employment in any craft, skilled trade or single-skill occupation which directly functions in designing, producing, processing, fabricating, assembling, testing, maintaining, servicing or repairing any product or commodity. Also included is training for service and certain semi-professional occupations considered to be trade and industrial in nature.

B. Types of Programs
Vocational industrial education for persons enrolled in high schools may be conducted in three types of programs.

1. Industrial Cooperative Training
2. Pre-employment Shop Programs for Skilled Occupations
3. Pre-employment Shop Programs for Single-skill Occupations

C. Day Trade Classes, Type A and B
These classes are for persons who have selected a trade and industrial education pursuit and who desire training in a chosen field. This type of training is very comprehensive in nature, including instruction in related subjects, technical information and manipulative skills and processes. These classes are concerned with the manufacturing, construction and service occupations. Examples of major areas of instruction are: general metal, masonry, carpentry, sheet metal, welding, refrigeration, cabinet making, auto mechanics, building trades, cosmetology, etc.

1. Type A

   Description - Regular day trade classes are pre-employment classes for persons who are enrolled in a full-time day school. In Type A classes, the related instruction is offered as units separate from the field, laboratory, shop, cooperative work, or other occupational experience.

   a. Related Instruction
      The instruction in related subjects for which funds are used must have a direct functional value in the trade or occupations for which training is being given. Related subjects courses are in addition to and an extension of the instruction given in the shop. Related subjects may be taught by the shop instructor.

   b. Teachers for related instruction shall meet the minimum qualifications for certification in accordance with this State Plan.

   c. The subject matter shall include the theory of operation, mathematics, science, drawing or plan interpretation necessary for successful performance in the occupation for which the instruction is intended.

   d. A minimum of one class period per day shall be devoted to related instruction.

2. Type B

   Description - In Type B classes, the related instruction is offered by the shop or laboratory instructor as an integral part of the shop or laboratory experience, rather than as separate units.

a. The subject matter shall be the same as 1-C.

D. Approvable Occupations
Approved shop programs, which must be applied for as separate vocational teacher units, include:

- Airplane and engine mechanics
- Appliance repairing
- Automobile mechanics
- Building trades
- Cabinetmaking
- Cosmetology
- Machine shop
- Metal trades
- Photography
- Piping trades
- Printing
- Refrigeration & Air Conditioning
- Sheet Metal Fabrication
- Welding

Other courses may be added as the need for them is established through recognized occupational surveys and forecasts and approval by the State Supervisor of Trade and Industrial Education.

E. Vocational Guidance and Counseling

1. Local school administrators or their authorized representatives shall be responsible for prescribing and administering a guidance and counseling program for trade and industrial education students. Such a program shall make provision to:

   a. Provide individual student with information necessary to assist him in making a realistic vocational choice.

   b. Assist the students to formulate plans to attain their vocational objectives.

   c. Aid students in vocational placement.

   d. Conduct follow-up procedures to determine the effectiveness of the vocational instruction and counseling programs.

   The State Department of Employment will supply to local educational agencies occupational information regarding reasonable prospects of employment in the community and elsewhere. The local educational agency will make available to the State Department of Employment the occupational qualifications of persons leaving or completing secondary, out-of-school, and special classes for vocational trade and industrial training.

F. Specific Standards and Requirements

1. A thorough study of the area should be made to determine the specific trade or trades to be taught.

2. The services of a representative advisory committee should be secured.

3. Provisions should be made for adequate building, equipment and supplies.

(It should be realized that the initial cost of equipment and the continuing cost of supplies is greater than for academic subjects.)

4. Application should be made for approval for reimbursement to the Trade and Industrial Section, Division of Vocational and Adult Education, State Department prior to starting date of program.

5. A competent, qualified instructor must then be employed by the local school.

6. It is suggested that the laboratory be a part of the school plant and not a separate building.

7. The instruction is to extend over not less than nine months per year and not less than 30 hours per week (total time in school).

8. At least one-half of the time of the instruction in the school week must be given to work on a useful or productive basis and consist of organized, systematic training in the processes, operation and principles involved which are selected with regard to the suitability, quality and production methods customarily observed in trade, industrial and vocational technical pursuit for which the training is being given.

9. Exception: Two-hour blocks of vocational time are considered adequate if based on a two year plan and are taken consecutively. Example: One two-hour block designed primarily for 11th year students and one two-hour block designed primarily for 12th year students.

10. Intermingling of one-hour students in two-hour programs are not to be considered reimbursable trade training courses.

11. Experience has shown that industrial arts courses as conducted in many high schools are pre-vocational courses and are very beneficial as such, but are not to be considered reimbursable trade training courses.

12. Students should be selected upon the basis of aptitude and interest and must have selected the course as a step towards employment in a specific trade.

13. Suggested minimum space requirements are 100 square feet per student for light shop, and 150-200 square feet per student for heavy shop.

14. Class size should be determined by the number of work stations and what is considered a hazardous condition. Safety of the student is of utmost importance. Not less than 10 and not more than 20 is recommended.

II. Part-Time Industrial Cooperative Classes

A. Objectives
This program is designed for students who are either juniors or seniors in high school and are 16 years of age or older. Such persons enrolled in part-time cooperative classes are called "Student Learners".

In many communities it is not practical to offer pre-employment shop training in many of the trades offering employment in the community because of the comparatively small numbers of persons employed in each occupation. In such communities, use of the Industrial Cooperative Training plan makes possible real trade training for small numbers of students in several different occupations without necessitating an extensive financial outlay for equipment, tools, and materials in the school plant.

B. Specific Standards and Requirements

1. The program must be composed entirely of persons 16 years of age or older who are enrolled in a day school and legally employed in a trade or industrial pursuit. Those enrolled must have trade and industrial objectives in line with their employment on the job.

2. The students must participate in regular academic classes.

3. The student must attend one period or more per day to receive related instruction in their chosen occupation.

4. Part-time cooperative classes must be organized through voluntary cooperative agreements (preferably in writing) between the school and employers, which provide for legal employment of the students, in an organized program of training on the job and supplemental vocational instruction in school.

5. The class may be composed of student learners all employed in the same or in different trade and industrial occupations. However, an individual student learner may be employed and receive training in only one such occupation.

6. For a student to be considered legally employed for the purpose of this section, his employment must be in conformity with federal, state and local employment laws and regulations.

7. When employment is in establishments engaged in interstate commerce or in the production of goods for interstate commerce, such employment must meet the legal minimum wage, except where authorization is granted by the appropriate regional office of the Wage and Hour and Public Contracts Division by a certificate for employment at a special minimum wage.

8. In some occupations declared to be hazardous by the United States Department of Labor, student learners must be 18 years of age, unless exemption is secured by appeal to the Secretary, U.S. Department of Labor. Student learners in any case must receive a monetary wage at a range commensurate with wages paid other employees doing similar work.

9. Provision must be made for adequate coordination and supervision of the program, and sufficient time must be provided for a coordinator to visit employers and student learners on the job.

10. Student learners must be employed for an average of not less than 15

hours per week during the school year, the major portion of such employment to be during the normal day school hours. This precludes a student's attending school full-time and meeting the requirements for employment outside the normal school hours.

11. In a program covering two school years, an average of at least one regular period a day must be devoted to related vocational instruction in classes limited to the cooperative group. In a program covering only one school year, an average of at least two regular class periods a day must be devoted to related vocational subjects in classes limited to the group.

### C. Coordination Activities

Each school day afternoon the teacher-coordinator engages in numerous activities essential to the operation of a successful program. Such activities include the following:

1. Make supervisory visits to the training station of each student at least once weekly and more often as necessary.
2. Confer with employers on student progress and needs.
3. Secure employer's periodic evaluations of students' performance.
4. Counsel with prospective students.
5. Confer with parents of students and prospective students.
6. Confer with advisory committees.
7. Prepare program records and reports.
8. Confer with prospective employers.

### D. Classroom

1. Adequate reference materials should be provided for all occupations in which training is being given.

2. Classrooms should have tables and chairs rather than armchairs, because the observed and directed study method of instruction is used in teaching the related information.

### E. Occupation

1. Must be an acceptable training situation.
2. Training should lend itself to the apprenticeship type of program of training with related and on-the-job instruction.
3. Should be a suitable occupation that will provide opportunity for employment upon graduation.
4. Must be socially and morally acceptable.
5. Must be trade or industrial in nature, such as:

   Automobile body repairman
   Automobile mechanic
   Automobile partsman
   Automotive electrician
   Baker
   Cabinetmaker
   Carpenter
   Machinist
   Machinist, automobile
   Medical technician
   Meat cutter
   Nurse Aide (Hospital)
   Office machine serviceman
   Offset-pressman

Chef
Commercial Artist
Dental Technician
Diesel mechanic
Draftsman
Dry Cleaner
Electrical appliance serviceman
Electric motor repairman
Electrician
Furniture repairman
Painter
Photographer
Plumber
Printer
Radio repairman
Refrigeration and air conditioning mechanic
Sheet metal worker
Television repairman
Watchmaker
Welder

F. Training Station

1. The employer's attitude toward the cooperative plan.
2. The variety of equipment.
3. The condition of equipment.
4. The adequacy of personnel for training the student.
5. The reputation of the business.
6. Working conditions in the business.
7. Health and safety precautions taken.

G. Occupations Not Approvable

Occupations which are not approvable for Industrial Cooperative Training include:

1. Those which come within the definition of programs for agriculture, home economics, distributive, technical and vocational office education;
2. Those for which a legally authorized State examing board prescribes the curriculum, training period and licensing procedures (barbering, cosmetology, undertaking and the like); and
3. Occupations generally considered professional or requiring the baccalaureate or higher degree.

III. Pre-employment Shop Programs for Single-skill Occupations:

A. Objectives
Programs must be designed to prepare students for one specific payroll job or occupation instead of a "cluster" of closely related occupations for which training is offered in regular high school shop programs.

B. Approvable Occupations and Types of Programs
By limiting instruction to specialized skills, a schedule of two hours per day can result in sufficient training to prepare students for employment at the entry level in several occupations for which employment opportunities exist. Such occupations and programs include the following when there is a need for programs as defined in this Guide:

Aircraft welding
Automotive service
Automotive electricity
Band instrument repairing
Power machine operation
Radiator repairing
Sewing machine repairing
Shoe repairing

Boat repairing
Bookbinding
Cleaning and pressing
Drafting (specialized)
Electric motor rewinding
Floor laying
Furniture repairing
Glazing
Painting
Photographic finishing
Photostating and blueprinting
Sign repairing
Small engine repairing
Sporting goods repairing
Tire recapping and repairing
Typewriter repairing
Upholstery (furniture)
Upholstery (automobile)
Vending machine repairing
Venetian blind and awning manufacturing
Wheel (front end) aligning

C. Facilities

The school will need to provide adequate space and equipment for conducting shop programs. Because practically no programs of the type listed above have ever been operated by public schools, no standards regarding instructional facilities have yet been developed. Facilities for such programs will be approved on an individual basis until standards can be developed.

D. Specific Standards and Requirements

1. All other standards and requirements pertaining to equipment and supplies, instruction, selection of students, qualifications of teachers, certification of teachers, youth leadership organizations, and local advisory committees, which are explained under "Pre-employment Shop Programs for Skilled Occupations" also pertain to shop programs for training in single skill occupations.

2. Class Schedule
Pre-employment programs for training in single-skill occupations may be conducted for two consecutive clock hours each school day and a program may be organized for one or two years of instruction. Students are enrolled in non-vocational courses during the remaining portion of the school day.

3. High School Credits
High School Credit may be allowed in accordance with established procedure for laboratory activities.

IV. Youth Leadership Organizations

A. All students enrolled in Trade and Industrial and Technical Education courses have opportunities to develop leadership abilities through participation in the Nevada Vocational Industrial Clubs of America.

B. Leadership activities include planning and carrying out approved social and civic projects, experience in group leadership, and State-wide competition as individuals and teams in leadership skills and creaftsmanship.

C. All organized trade and industrial and technical education club activities shall be under the direction and supervision of the State Superviso of Trade and Industrial Education.

# Part III

## I. Out of School (Post-Secondary)

### A. Objectives of Instruction

1. Post-secondary vocational preparatory training is a full-time program of preparatory instruction in manipulative skills, mathematics, science communicative abilities and leadership skills which prepares individuals for entrance into employment in occupations which are defined as trade and industrial in nature.

### B. Vocational Guidance and Counseling

1. Local school administrators or their authorized representatives shall be responsible for prescribing and administering a guidance and counseling program for trade and industrial education students. Such a program shall make provision to:

    a. Provide individual student with information necessary to assist him in making a realistic vocational choice.
    b. Assist the students to formulate plans to attain their vocational objectives.
    c. Aid students in vocational placement.
    d. Conduct follow-up procedures to determine the effectiveness of the vocational instruction and counseling programs.

2. The State Department of Employment Security will supply to local educational agencies occupational information regarding reasonable prospects of employment in the community and elsewhere. The local educational agency will make available to the State Department of Employment Security the occupational qualifications of persons leaving or completing secondary, out-of-school, and special classes for vocational trade and industrial training.

### C. Specific Standards and Requirements

1. In all instances, trade and industrial post-secondary preparatory programs or classes must utilize the services of a local advisory committee. When possible, this committee should have equal representatives of employers and employees from the area of industry for which the training is being given.

2. The Curriculum will be:

    a. Designed to fit individuals for gainful employment with the instruction related to the occupation for which the student is being trained.

    b. Organized on a systematic class basis and when applicable shall include classroom, field, shop, laboratory or work experience.

    c. For occupations not generally considered to be professional or requiring a baccalaureate degree.

d. A program of instruction whereby consideration has been given to need and opportunity in the employment market.

3. Classroom, libraries, shop, laboratories, and other facilities (including instructional equipment, supplies, teaching aids and other materials) will be adequate in supply and quality to enable those who are to be trained to meet the occupational objectives for which the education is intended.

4. Time Requirements (Types of Classes)
In order to meet the needs of persons who have graduated from high school or left high school, several types of preparatory classes are available.

   a. Type A
   The student shall devote at least one-half of the school day, not less than three consecutive hours per day and 15 hours per week, throughout the school year to practical work on a useful or productive basis in the shop or laboratory. A minimum of one additional hour per day shall be devoted to related theory and technical information. The remainder of the day may be given to general subjects.

   b. Type B
   Same as Type A, except that the related technical instruction shall be given by the shop or laboratory instructor as an integral part of the shop or laboratory work, rather than separate units. Classes provide for a minimum of three consecutive hours, five days per week, of practical shop work but unlike Type A classes, related technical training is provided by the shop instructor and is included in the three hour period.

   c. Type B programs are generally not recommended for post-secondary preparatory training as they do not provide sufficient related technical training for the trainee to enable him to compete effectively on graduation with other adults in the labor market.

   d. Approval of Type B post-secondary preparatory programs will be given only when it is clearly shown that both manipulative skills and the necessary related technical information can effectively be given within the period of time specified and that the length of the course and course content were determined through the utilization of the services and on the recommendation of a representative advisory committee.

5. Post-secondary school programs are designed for persons who have graduated from high school or left high school and are desirous of entering upon a program of full-time study in preparation for entering the labor market.

6. Qualifications of Teachers are the same as Day Trade Preparatory Teachers.

## Part IV

### I. Adult Pre-Employment Programs

A. **Vocational Objectives**
These classes are for persons over 18 years of age who are interested in pursuing training for a trade or industrial occupation. Students enrolled in these classes prepare themselves to become craftsmen in basically the same trades as those offered in the high school program.

B. **Specific Standards and Requirements**

1. All programs of adult pre-employment training shall be developed and operated in consultation with a representative advisory committee.

2. Will be designed to fit individuals for gainful employment in trade and industrial occupations with instruction directly related to the occupation for which the training is being given.

3. Type C classes may be organized for persons over 18 years of age or those who have legally left the full-time school.

4. Such classes may be operated for less than nine months per year, for less than 30 hours a week, and without the requirement that a minimum of 50% of the school time must be given to shop work on a useful or productive basis.

5. Vocational pre-employment classes can be scheduled to meet at any hour of the day which suits the needs of the adults who are interested in obtaining training. A pre-employment class must meet for a minimum of six hours per week. The number of hours of attendance per week should be the maximum number of hours the enrollees can attend in order that they can be placed on the job as soon as possible. The following illustration indicates the flexibility in training: If a class is scheduled for the minimum number of hours, the schedule may be set up as follows:

    a. Two hours per day for three days in the week.
    b. Three hours per day for two days per week.
    c. Six hours per day for one day in the week.

6. This is a special type of day pre-employment trade training which may be provided irrespective of whether or not the persons enrolled are employed. Such training may be offered for any length of time.

7. Classrooms, libraries, shop, laboratories, and other facilities (including instructional equipment, supplies, teaching aids and other materials) will be adequate in supply and quality to enable those who are to be trained to meet the occupational objective for which the training is intended.

8. Class size should have a minimum of 10 students and should not exceed a maximum of 20 students to insure individual instruction and a maximum learning climate.

## II. Evening Trade Extension Classes (Supplementary)

A. Vocational Objective:
These classes are for employed workers who wish to increase their skills and enroll in a trade and industrial occupation in which they are presently, or have been, engaged.

B. Specific Standards and Requirements

1. It is recommended that a representative advisory committee be utilized when feasible to assist the training agency in matters concerning curriculum and length and number of units to be taught.

2. Instruction in vocational supplemental programs must be supplemental to the trade or occupation in which the persons enrolling are employed or have had experience.

   A supplemental program makes possible the opportunity for adults to secure:

   a. Supplemental instruction which adult workers require who have accepted employment and find that, due to the demands of the job, additional skills and/or knowledge are needed.

   b. Supplemental instruction which adult workers require who have been successfully employed but due to occupational change as a result of new processes and developments, find their vocational skills inadequate.

   c. Supplemental instruction which adult workers need who are at present employed but are seeking to upgrade themselves in order to prepare for promotion to the next level of employment in the same or allied occupations.

   d. Supplemental instruction which adult workers need in order to develop an understanding of personal, group and industrial relations which may affect their daily performance.

   e. Vocational supplemental classes may be scheduled to meet at any hour of the day or night outside of the regular working hours of those in class.

3. Evening classes may enroll only workers sixteen years of age and over who are employed in a trade and industrial occupation.

4. Instruction must be confined to that which is supplemental to the daily employment of those enrolled.

5. To be considered supplemental to daily employment, the instruction must be such as to increase the skill or knowledge of the worker in a trade or industrial occupation in which the person is employed.

6. Most vocational supplemental classes are scheduled to meet one night per week for two to three hours, or two nights per week for two hours.

7. Vocational supplemental classes should be housed in locations most suitable for effective instruction. Where adequate physical facilities are not available in the school, classes can be held in any acceptable facilities in the community.

8. Class size should have a minimum of 10 students and should not exceed a maximum of 20 students to insure individual instruction and a maximum learning climate.

III. Apprenticeship Program

A. Vocational Objectives
The vocational apprenticeship class is designed for youth and young adults who are employed full-time in a trade and industrial occupation as apprentices and who are interested in securing related trade technology to increase their efficiency on the job.

B. Specific Standards and Requirements

1. The local Joint Apprenticeship Committee shall be recognized as a craft advisory committee. This committee will assist in keeping the instruction geared to industrial practices.

2. Each specific apprenticeship program will develop a plan for a training outline by:

   a. Personal contact with craft joint apprenticeship committee and specialists within the occupational field.

   b. Analysis of available organized courses of instruction. Current service manuals, texts, and operational sheets form one valuable source of information.

   c. Observation of operating practices with the trade or occupation.

3. Courses should be organized for a minimum of 144 hours per year when possible.

4. The apprentice class may be scheduled at any convenient time. Suggested plans are:

   a. Four or more hours weekly during the regular work day.
   b. Classes for four hours any evening or on Saturday morning.
   c. Classes two nights a week, two hours per night.
   d. Classes for a full eight-hour day every two weeks. (Local schools should consider the type of schedule which best meets the needs of the apprentice.)

5. Apprentices must be employed in or under a bona fide apprenticeship.

6. Those enrolling shall be 16 years of age or over.

7. Those enrolled shall not be in any other full-time educational program.

8. Exception: When the total number of apprentices in a particular trade, in an area under the jurisdiction of a local joint apprenticeship committee is less than ten, apprentices in two or more trades may be combined in a class, providing that it is the opinion of the joint apprenticeship committee that instruction materials in the form of textbooks, workbooks and reference materials are available, which will provide acceptable instruction on an individual or group basis.

   Examples:

   a. General or essential mathematics
   b. Mechanical drawing
   c. Blueprint reading
   d. Welding
   e. Employment regulations and benefits

      (1) social security
      (2) industrial insurance
      (3) unemployment benefits
      (4) rehabilitation, etc.

9. When the total number of individual or combined apprentices in an area under the jurisdiction of one or more local joint apprenticeship committees is less than ten, recommendations may be made through the local board of education to the State Board of Education for establishing classes to meet in a central location for less than 144 hours per year providing acceptable correspondence courses may be obtained and the instruction is given by a certified instructor with out-of-class assignments being carried out which will equal or exceed the 144 hours of instruction provided in regular classroom attendance.

10. In areas where it is not considered feasible to conduct classes for apprentices, the local joint apprenticeship committee may request that correspondence courses be provided for individual apprentices by the State Department of Education, Vocational Education Division. Apprentices enrolled in correspondence courses shall be under the direct supervision of the State Supervisor of Trade and Industrial Education, who shall make periodic reports to the appropriate local joint apprenticeship committees in regard to the progress being made by each individual apprentice.

11. Local school authorities, with the advice and counsel of craft committees, should determine if the school facilities are adequate for the training requested. If school facilities are not available or adequate, other facilities should be considered.

12. Training in the manipulative skills on the job eliminates the necessity for extensive shops. A classroom suitably equipped with demonstration facilities should serve the needs of most trades.

13. Shop equipment may be necessary for some of the trades to provide additional manipulative skills which can best and most economically be taught in a related class. Where schools do not have adequate equipment, other facilities may be used.

14. The general policy is to conduct classes with a minimum of ten and a maximum of twenty students for each specific trade.

IV. Procedures for Establishing Adult Programs:

A. Advisory Committees:
When the need for a specific class has been established, a craft committee should be organized to assist in determining the scope of instruction, the development of the course outline and a selection of the teachers.

B. Application:
The local school administrator must make application for approval for reimbursement on a proper form, with course outline attached, to the trade and industrial section of the State Department of Education.

C. Instructors:
A competent, qualified instructor must be employed.

D. Starting of Class:
When approval is given for reimbursement, the class may start.

E. Reports:
Initial, final and other reports may be required by the State Department of Education as a basis for reimbursement.

V. Special Provisions Regarding Industrial Plant Training

A. Facilities:
If the local school cannot provide the physical facilities, in-plant training may be done in a non-production area of the plant acceptable to the local school.

B. Supervision:
All industrial plant training shall be conducted under the supervision of the county school board or public educational agency sponsoring training.

C. Advisory Committees:
All industrial plant training shall be based on recommendations of the representative advisory committee.

D. Training Areas:
Training shall be conducted only in those occupations requiring sufficient skill as to make it impractical or impossible for the employer to train the worker in the normal pre-production period of employment.

## Part V

I. Fire Service Training Program

A. Supervision
The fireman training program is under the direct supervision of the State Supervisor of Trade and Industrial Education.

B. Specific Standards and Requirements:

1. One full-time instructor is employed in the program. His duties and responsibilities are:

   a. To organize, establish and supervise local and statewide fireman training programs for members and officers of fire departments in the state.

   b. To conduct evening school classes on the local level where it is not feasible to conduct them on a county or area level.

   c. To cooperate with the State Supervisor of Trade and Industrial Education in:

      (1) organizing and conducting conferences and/or workshops.
      (2) establishing training centers.
      (3) recruit, train and supervise part-time instructors as needed to carry firemen training to all parts of the State.

2. The following collateral responsibilities are considered to be an integral and necessary part of the program:

   a. Promote fire prevention activities at the departmental, municipal, and state levels.

   b. Furnish consulting service regarding fire protection to public officials upon request.

   c. Sponsor and conduct annual Senior Fire Officers' Conferences and command schools.

   d. Cooperate with state, municipal and other agencies in matters relative to life and fire safety.

   e. To prepare course outlines and instructional material for use in the training program at all levels of instruction, and for distribution to all geographical areas of the state.

## Part VI

### I. Teacher-Educator, Trade and Industrial Education

A. Duties
The teacher-educator shall be responsible to the State Supervisor, Trade and Industrial Education, for carrying out a program of pre-service and in-service teacher education that will prepare persons to qualify for initial employment as a trade and industrial teacher and to up-grade employed trade and industrial teachers.

B. Education and Experience
The teacher-educator shall meet the same qualifications as specified for the State Supervisor, Trade and Industrial Education.

C. Other Agencies or Institutions
When teacher training is provided by an agency or institution other than

the State Board, a cooperative written agreement shall be developed between the agency or institution providing such training and the State Board. The written agreement shall describe the program for teacher-training and shall include policies and procedures which the State Board and the agency or institution agree to utilize in evaluating the effectiveness of the teacher-training program. Other factors to be included in the cooperative agreement include:

1. Qualifications of personnel
2. Adequacy of instructional facilities
3. Provisions for physical arrangements
4. Provisions for both in-service and pre-service teacher-education
5. Provisions for research and studies, and
6. Provisions for secretarial and other technical assistance.

The agreement shall be reviewed and approved by the Executive Officer, State Director, and State Supervisor concerned. Revision and/or renewal of agreements will follow the same procedure as initial agreements. All agreements shall be reviewed annually. The policy of the State Board is to permit members of its staff when appropriate to conduct teacher training. It is also the policy of the State Board to permit qualified personnel under approval of the State Board through its staff to conduct teacher training.

D. Supervision and Evaluation
Annual evaluation will be made by the State Board staff to determine whether the standards prescribed by the State Plan and performance obligations contained in the contracts and/or agreements are being maintained.

## Part VII

## I. Persons With Special Needs

### A. Areas of Instruction

1. Special classes offering intensive, modified, or upgraded schedules may be organized full-time for those persons who have academic, socio-economic, or other handicaps that prevent them from succeeding in the regular vocational program.

### B. Organization

1. Instruction designed for persons whose occupational goals also require competencies developed through other vocational programs shall be organized:

   a. Under plans A or B, or
   b. As demonstration projects, or
   c. As a separate class taught by a teacher-coordinator or special purpose teacher.

### C. Program Approval

1. Approval from the State Board for Vocational Education for each special class must be received by each school offering such programs.

D. Instruction

1. A person may instruct a special class for persons with educational, socio-economic or other handicaps who is a recognized authority on his subject as determined by the State Board for Vocational Education.

## Part VIII

I. Plan For Reimbursement For Day And Evening School Classes

A. Reimbursement (See Reimbursement Policies Section)

1. The State Board of Education will reimburse local schools for a portion of the instructor's salary for teaching approved day and/or evening school classes.

2. The amount of reimbursement for each type of class will be determined at the beginning of each fiscal year in accordance with appropriations made on the federal and state level for trade and industrial education.

# SECTION IX

# VOCATIONAL GUIDANCE

## Introduction

In our dynamic economy and social structure, work and preparation for individual competency is increasingly critical for nearly all individuals. With 22,000 jobs documented in the Dictionary of Occupational Titles, along with emerging and other jobs not yet classified, the choice of occupations for youth and adults is extremely complex. It has been estimated that 90 percent of the jobs in today's society do not require a baccalaureate degree. It is with these jobs that vocational and technical education is concerned.

To assist youth and adults in making occupational choices, identifying opportunities or preparing for gainful employment, the role of vocational guidance must be strengthened. Vocational guidance, along with vocational education, needs to relate more effectively to vocational development through preparatory or collateral experiences. Involved is a distinction between vocational education in the restricted institutional sense and the preparation for occupations wherever possible. If vocational guidance is to have an increasing impact on the vocational aspects of guidance and counseling, leadership and other resources must be allocated commensurate with the desired impact.

## Authority

Vocational education has broad authority and responsibility for the vocational aspects of guidance resulting from the Vocational Education Acts, and more particularly the Vocational Education Act of 1963. Rules and regulations pertaining to the latter Act specifies that:

"The State Plan shall provide for such vocational guidance and counseling personnel and services as are required by the program of instruction and describe such provisions on both the State and local level with information on the types of expenditures to be included and the standards and requirements of vocational guidance and counseling services which are designed to (1) identify and encourage the enrollment of individuals needing vocational education, (2) provide the individuals with the information necessary for realistic vocational planning, (3) assist them while pursuing the plan, (4) aid them in vocational placement, and (5) conduct follow-up procedures to determine the effectiveness of the vocational instruction and guidance and counseling programs.

"The State Plan shall provide that the State Board maintain an adequate staff to (1) develop, secure, and distribute occupational information; (2) provide consultative services concerning the vocational aspects of guidance; and (3) give leadership to the promotion and supervision of better vocational guidance services at the local level. In carrying out these responsibilities, the State Board shall utilize the resources of the State Employment Service pursuant to the cooperative arrangements provided in paragraph 104.7 of the Federal Rules and Regulations."

The State Board has provided occupational information and vocational guidance to assist local educational agencies establish and maintain vocational guidance services that are designed to promote, maintain and develop the vocational aspects of guidance and pupil personnel services in the public schools of Nevada. More specifically, the vocational guidance services are available to county school districts for the following broad purposes:

1. Promote the initiation and/or improvement of the vocational aspects of guidance services programs to serve secondary school students and adults;
2. Assist local schools in establishing, improving and extending guidance services;
3. Promote and develop pre-service and in-service training of guidance services personnel;
4. Provide consultative services to local school officials;
5. Organize and direct research projects designed to evaluate progress, determine needs, and provide information pertinent to the vocational aspects of guidance;
6. Develop a continuity of effort in the vocational aspects of guidance;
7. Develop, publish and distribute professional guidance materials;
8. Stimulate professional improvement of personnel engaged in the vocational aspects of guidance;
9. Evaluate the results of guidance and pupil personnel programs.

### Qualifications for Vocational Guidance Counselors

Personnel selected as vocational guidance counselors need to have special competencies in the vocational aspects of guidance, be very familiar with the world of work, and meet qualifications as specified in the Vocational-Technical Certification Section of this manual.

### Assignment of Vocational Guidance Counselors

It is recommended that at least one guidance counselor on the staff of each comprehensive high school be specifically assigned to vocational guidance.

### Duties of Counselors in Serving the Vocational Aspects of Guidance Services

Full-time and part-time counselors shall provide the following services to in-school and out-of-school groups:

1. Supervise the development and interpretation of the individual inventory.
2. Secure, prepare and utilize educational and occupational information.
3. Provide individual counseling services which meet reasonable standards with respect to pupil-counselor load. (The recommended ratio is one hour per day per 50 counselees.)
4. Conduct follow-up studies of value to the individual, the school and the community.

5. Develop a systematic placement service appropriately coordinated with other public agencies.

6. Establish and maintain relationships with other public agencies as referral resources for students in need of special services.

7. Encourage teachers to utilize the guidance and pupil personnel services and to participate in the development of the program.

8. Provide leadership in identifying and studying vocational guidance problems.

9. Assist the teacher in analyzing problems as they relate to individual pupils.

10. Assist teachers in securing and utilizing occupational and educational information related to their subject fields.

11. Conduct surveys and investigations within the guidance and pupil personnel field.

12. Summarize student problems for curriculum adaptation.

13. Develop selection procedures and adapt work experience programs to individual needs.

14. Evaluate the vocational guidance program.

15. Adapt guidance data to administrative uses.

16. Provide consultative service in the development and improvement of testing programs.

17. Utilize the services of the other pupil personnel team members in a program of guidance for all youth.

## Services Provided by State Supervisor of Guidance and Pupil Personnel Services

The State Board provides state level supervisory and consultative services to assist county school districts and public educational agencies in establishing, maintaining and improving vocational guidance services. The State Supervisor, Vocational Guidance, is available upon request. A program of in-service training is also effected by the state level guidance and pupil personnel services programs. The State Supervisor works cooperatively with the counselor educator located at the University of Nevada. The services of this counselor educator are utilized in providing in-service training in the county school districts. Classes in guidance are also conducted at the school district level to upgrade the professional competencies of local counselors.

## Group Vocational Guidance Activities Eligible For Support Under The Vocational Education Act of 1963

In addition to individual guidance services, such services may be made available on a group basis to students who have indicated an interest in vocational career objectives leading to gainful employment in occupations which are generally considered to be professional and do not require a baccalaureate degree. (This avoids general application to all students.)

A group vocational guidance program should be comprehensive, including an entire package of services. It should be an integral part of the total vocational curriculum of the school which has offerings in five or more occupational fields. The guidance programs may begin at any time in the post-elementary grades and contain the following elements:

1. Occupational information
2. Self-appraisal
3. Orientation to the field of work
4. Exploratory experiences in a broad occupational spectrum (at least 20 occupational fields)
5. Individual student records should be maintained and made available to the vocational educator who can translate these guidance results into a meaningful educational experience for each person.

It is recognized that laboratory experiences, field trips, audio-visual and other equipment may be required to conduct this program. Costs related to these activities or equipment purchases may be considered allowable expenditures, if they are specifically related to the guidance needs of individuals and approved by the State Board through its staff.

Where vocational shops and laboratories exist, these should be utilized rather than establishing new facilities.

Federal funds to aid salaries of professional personnel, who conduct such group vocational guidance programs, should be based on the qualifications for such personnel as contained in the Vocational-Technical Certification Requirements.

Group vocational guidance programs must be clearly occupationally oriented, thereby being differentiated from practical arts, industrial arts, or other forms of general education.

Group vocational guidance programs will be eligible for support only if every enrollee has opportunity to receive subsequent vocational education related to his chosen career objective. This is to insure that each student will have an appropriate vocational education opportunity, should he seek such enrollment.

To broaden the vocational education opportunities which persons may be afforded after receiving the benefit of guidance, consideration should be given to cooperative education or other work experience possibilities and the use of all vocational education opportunities within a school district.

## Evaluation of Vocational Guidance Programs

The following services should be provided for youth and adults through a well organized vocational guidance program in a county school district or other educational agency that gives occupational training for the purpose of gainful employment. These services as enumerated can serve as a criterion in determining whether a local guidance program is serving adequately.

1. Vocational and technical education has a shared responsibility with the total guidance and education system to provide all youth and adults with information and other guidance and counseling services necessary for realistic vocational planning.

2. Authority is sufficiently broad to encourage the providing of services, leadership, and financial help at any age level, relating to the vocational aspects of guidance. Such services should be planned and implemented in concert with other administrative and funding units.

3. A wide range of guidance and related services should be provided to assist in the identification and development of the vocationally significant characteristics of youth and adults who can profit from vocational education programs.

4. Guidance services should be a positive influence on the development of sound programs that will help to prepare individuals for suitable employment.

5. Vocational education has a share in the responsibility for providing specially selected and adapted guidance and counseling services necessary to assure success of those with various types of handicaps which may or are likely to impede progress in vocational development and preparation.

6. Guidance services should be provided which will make all students aware of the broad range of occupations and of vocational education opportunities at the various levels.

7. All secondary and post-secondary enrollees, including every vocational education enrollee, should have access to placement services and vocational counseling throughout their secondary and post-secondary school programs and initial period of adjustment to job entry. Preparatory training, job placement, and follow-up services should be of such quality as to demonstrate that vocational education is sufficiently worthwhile to warrant its application in upgrading, retraining, or adjusting to the changing nature of the world of work.

8. Counselors should help relate school programs to the world of employment through contacts with both students and employers as well as with faculty and administration.

### Memorandum of Agreement Covering Cooperative Action in Planning and Use of Vocational Guidance Services and Employment Placement Services of the Cooperating Agencies

A requirement of the Vocational Education Act of 1963 involves a cooperative arrangement between the State Board for Vocational Education and the State Employment Security Department that has a direct bearing upon county school district programs of vocational guidance and vocational education. The following agreement entered into between the State Superintendent of Public Instruction as Executive Officer of the State Board for Vocational Education, and the Executive Director of the State Employment Security Department is quoted as follows:

"THE STATE BOARD FOR VOCATIONAL EDUCATION AND THE EMPLOYMENT SECURITY DEPARTMENT agree as follows:

ARTICLE I Responsibilities and Obligations of the State Board for Vocational Education:

A. The State Board, through its cooperating local educational agencies will arrange to provide information to the applicable public employment offices on the types of courses available, where given length, starting dates, and other factors necessary in counseling and in referring applicants to local vocational education programs.

B. The State Board shall carefully analyze and use occupational information data obtained from the Employment Security Department in implementing and adjusting vocational and technical training programs to meet the educational and training needs to the State.

C. The State Board shall assume its major responsibility for the conduct of programs of vocational and technical training and guidance and counseling, growing out of school activities.

D. The State Board, through its cooperating local education agencies, shall inform applicable employment service offices of vocational training programs to be implemented and accept qualified referrals into training programs that are consistent with their interests and aptitudes.

E. The State Board, through its cooperating local educational agencies, will arrange for the referral of school dropouts and graduates (for whom placement has not already been arranged) to the public employment offices for counseling and placement services. Pertinent information which is not confidential about such individuals seeking employment will be provided to the public employment offices.

ARTICLE II Responsibilities and Obligations of the Employment Security Department:

A. The State employment offices will arrange for counseling, testing, and placement services to school dropouts, those who have completed training, and others needing training and retraining to assist them in obtaining suitable employment.

B. The State Employment Security Department shall make provisions for local employment offices to furnish the State Board and local educational agencies with available occupational information of value in determining training program needs and in the conduct of vocational guidance and counseling programs.

C. The State public employment offices will arrange for referral of applicants from their files to public vocational education programs for training consistent with their interest and aptitudes.

ARTICLE III The State Board for Vocational Education and the State Employment Security Department shall jointly:

A. Plan cooperatively any specific labor market study deemed necessary by the State Board for the over-all improvement of vocational and technical education. Such cooperative planning shall include content of the study and the financial liability to be borne by the State Board.

B. To avoid unnecessary duplication, a general principle is agreed to the effect that up to the time a student leaves school, the school should assume primary responsibility for the student, with the employment service serving as a resource agency. After a student leaves school, or is about to leave school, the employment service may be considered to be the responsible agency with the school used as a resource agency.

This agreement is effective September 30, 1964 and will be renewed annually. Any portion of this agreement is subject to study and amendment by mutual consent."

## Physical Facilities

The physical facilities should include a private office for guidance services, adequate equipment, materials and storage space.

It is recommended that the pupil personnel area include private counseling rooms, testing area, small group conference rooms, reception area, clerical services area, space for cumulative files, and also space for the information service files of occupational, educational and social information.

## Reimbursement Policies

See section entitled Reimbursement Policies.

# SECTION X

## REIMBURSEMENT POLICIES

The State Board will allocate vocational education funds to county school districts and public educational agencies to assist in the development and maintenance of vocational-technical education programs which meet the standards, provisions, requirements, and purposes contained in the State Plan for Vocational Education, the Vocational Education Acts, State laws, and Federal and State rules and regulations, and policies pertaining to vocational education.

In accordance with the provisions of Section 5 (a) (2) of the 1963 Vocational Education Act, Federal funds made available under this part will be so used as to supplement, and, to the extent practicable, increase amounts of State or local funds that would, in the absence of the Federal funds, be made available for the uses set forth in Section 4 (a) and in no case supplant such State or local funds.

Allocations for approved vocational-technical education programs and classes are dependent upon Federal and State funds available to the State Board. Reimbursement policies may be changed by Board action to achieve the most overall beneficial use of available funds in the development of vocational-technical education in Nevada. Reimbursements are based upon a program or class application, approval of the application, and a final report with supporting invoices and/or back-up data that shows the instruction or activity has been carried out as originally approved.

Under exceptional circumstances as deemed essential by the Assistant Superintendent, Vocational-Technical Education, a variance in the reimbursement for an individual program or class may be granted when such program, class or activity contributes to the developmental objective of vocational-technical education and could not be financed through the general policies established herein.

The source of funds and Federal rules and regulations applied to different appropriations necessitates varying policies in some vocational programs. As an example, vocational home economics education for useful employment in the home has limitations placed upon the Federal allotment for this program; consequently, the reimbursement that can be granted must of necessity fall within the allotment made available to the State. Likewise, the special appropriation made under provisions of the Nevada State Legislature, Fifty-fourth Session, Assembly Bill 415, effective for the fiscal year beginning July 1, 1967, specifies the matching provision and programs approved from this appropriation will vary from the regular vocational education reimbursement policy.

The following are reimbursement policies effective July 1, 1967:

I. High School Vocational Preparatory Programs:
(Vocational Agriculture; Trade and Industrial; Distribution and Marketing; Technical Education; Vocational Business and Office Education; Health Occupations; and Home Economics for gainful employment)

   A. Regular High School Vocational-Technical Programs

1. Instructional salaries

| | | |
|---|---|---|
| Full-time teacher | $250.00 | per month |
| Three-fourths (3/4) time teacher | $188.00 | per month |
| Two-thirds (2/3) time teacher | $167.00 | per month |
| One-half (1/2) time teacher | $125.00 | per month |

Reimbursement for part-time approved vocational-technical education programs that may be less than half-time will be prorated on the basis of the time devoted to vocational instruction.

The normal class schedule of the school where vocational programs are conducted or six hours of scheduled teacher time (including vocational planning, supervision or coordinating time) shall be the basis for determining proration.

B. Summer School and Extended Day-School Programs

1. If the teacher is employed to teach a summer school vocational program, the same monthly basis of reimbursement as in (A) above will apply.

2. Reimbursement for teachers employed on an extended day-school program beyond the normal six-hour school day, reimbursement shall be based on the actual amount of vocational teaching time prorated on the basis of six hours being considered as full time with $250 per month considered as the maximum reimbursement.

II. High School Vocational Home Economics Programs
(for useful employment in the home)

A. Instructional salaries

| | | |
|---|---|---|
| Full-time teacher | $80.00 | per month |
| Three-fourths (3/4) time teacher | $60.00 | per month |
| Two-thirds (2/3) time teacher | $53.00 | per month |
| One-half (1/2) time teacher | $40.00 | per month |

Reimbursement for part-time vocational home economics programs under this section that may be less than one-half (1/2) time shall be prorated on the basis of the instructional time devoted to vocational home economics.

III. Adult Vocational-Technical Education Programs and Classes

A. Adult supplementary vocational-technical classes

Reimburse fifty percent (50%) of the instructional salary but the reimbursement will not exceed $3.00 per hour.

B. Apprentice related instruction

Reimburse seventy-five percent (75%) of the instructional salary but the reimbursement will not exceed $4.50 per hour.

C. Health occupations (full-time adult preparatory)

Reimburse seventy-five percent (75%) of the instructional salary but the reimbursement will not exceed $4.50 per hour.

When the instructor is employed on an annual contract basis, the reimbursement will not exceed seventy-five percent (75%) of the instructor-coordinator salary for a full-time program when the salary does not exceed $8000 per annum.

IV. Post-Secondary (Full-time)

Reimbursement for instructional salaries will be negotiated with the institution that provides the instruction, but such reimbursement will not exceed fifty percent (50%). In certificate type programs, reimbursement shall be fifty percent (50%) of the salary of a qualified full-time instructor. A full-time instructor will be considered as one teaching no less than eighteen (18) hours of lecture and laboratory per week. In the associate degree programs, reimbursement will be fifty percent (50%) of the salary of a qualified full-time instructor and the policies of the University of Nevada concerning full-time loads will be applicable.

Note: Post-secondary programs may be reimbursed on an overall project basis with consideration given to all programs and reimbursable items in the institution providing the instruction.

V. Ancillary Services Including Supervision, Teacher-Education, and Vocational Guidance

Reimburse fifty percent (50%) of the salary for the time devoted to the approved vocational activity with a limitation for reimbursement purposes set at $12,000. Whenever the salary of an approved vocational administrator, supervisor, teacher-educator, or vocational guidance counselor exceeds $12,000, the vocational reimbursement will be limited to fifty percent (50%) of $12,000.

VI. Travel

A. In-district travel

Reimburse fifty percent (50%) of the approved in-district travel when such travel does not exceed the State statutory rate of 10 cents per mile.

B. Out-of-district travel

Reimburse fifty percent (50%) of approved travel costs.

## VII. In-Service Training Conference Travel

Reimburse so as not to exceed $12 per diem, plus transportation costs based upon round-trip, tax exempt bus fare (where bus service is available); otherwise, transportation is based upon mileage at the State statutory rate to and from the nearest bus route, then round-trip bus fare from that point.

## VIII. Instructional Equipment and Supplies

Reimbursement shall be fifty percent (50%) of the approved instructional equipment and supplies.

## IX. Area Vocational-Technical School Construction

Reimburse in accordance with availability of funds but not to exceed fifty (50%) of the approved construction project.

## X. Assembly Bill 415 - Special Appropriation for Secondary Vocational Education and Special Needs Programs

Reimburse fifty percent (50%) of approved project.

# SECTION XI

# OCCUPATIONAL CLASSIFICATION AND TAXONOMY

# AGRICULTURE

## 01.00 00

Agriculture is comprised of the group of related courses or units of subject matter which are organized for carrying on learning experiences concerned with developing knowledge, understandings, and skills involved in preparation for or upgrading in occupations requiring knowledge and skills in agricultural subjects. The functions of production agriculture, agricultural supplies, agricultural mechanization, agricultural products (processing), ornamental horticulture, and the services related thereto, are emphasized in the instruction designed to provide opportunities for pupils to prepare for or improve their competencies in agricultural occupation. An agricultural occupation may include one or any combination of these functions.

Where there are Future Farmers of America (FFA) Chapters and related leadership training and supervised occupational experience programs they are important instructional media and are highly significant integral activities which aid agricultural education in making contributions to the guidance and total general education development of pupils. The Future Farmers of America and related leadership training permeate every aspect of the instructional program in agriculture.

Included in this subject matter area are the items of information which identify various aspects of agriculture.

01 00 Agricultural Production-- Subject matter and learning activities which are concerned with the principles and processes involved in the planning related to and the economic use of facilities, land, machinery, chemicals, finance, and labor in the production of plant and animal products. In practice, activities include classroom instruction and laboratory experiences, in and out of school, including farms and other agriculturally related establishments. Aspects of production agriculture are organized under a variety of descriptive titles, such as Animal Science, Plant Science, Farm Mechanics, Farm Business Management, and Other Production Agriculture.

02 00 Agricultural Supplies -- Subject matter and learning experiences which are concerned with preparing students for occupations which provide consumable supplies used in the production phase of agriculture--including consultative and other services. Various aspects of agricultural supplies are organized under such descriptive titles as those which follow.

03 00 Agricultural Mechanics -- A combination of subject matter and activities designed to develop abilities necessary for assisting with and performing the common and important operations or processes concerned with the selection, operation, maintenance, and use of agricultural power, agricultural machinery and equipment, structures and utilities, soil and water management, and agricultural machanics shop.

04 00 Agricultural Products (Processing) -- A combination of subject matter and planned learning experiences designed to teach information, processes, science principles, and management decisions concerned with agricultural competencies in the food technology occupations. The groups of products include (1) meat, fish, poultry, and eggs; (2) dairy products; (3) fruits and vegetables; (4) cereal grains, and (5) other foods and beverages. Instruction may be provided in any or all groups of these products.

05 00 Ornamental Horticulture -- Organized subject matter and practical experiences which are concerned with the culture of plants used principally for ornamental or aesthetic purposes. Subject matter and practical experiences in ornamental horticulture are organized under such descriptive titles as Arboriculture, Fine Turf Management, Floriculture, Greenhouse Management, Landscaping, Nursery Operation, and Other Ornamental Horticulture.

06 00 Agricultural Resources -- A combination of subject matter and planned learning experiences which are concerned with the principles and processes involved in the preservation and/or improvement of natural resources such as air, forests, soil, water, fish, and wildlife for economic and recreation purposes. Instruction also emphasizes such factors as the establishment, management, and operation of forest lands used for recreational purposes.

07 00 Forestry -- An organization of subject matter and learning activities concerned with the management of trees grown as a crop. Other aspects of forestry are protection. logging, wood utilization, recreation and special products.

9900 Other Agriculture (Specify) -- Include here other organized subject matter and experiences emphasized in agriculture which are not listed or classifiable in one of the above categories.

# DISTRIBUTIVE EDUCATION
# (DISTRIBUTION AND MARKETING)

## 04.00 00

Distributive education (distribution and marketing) includes various combinations of subject matter and learning experiences related to the performance of activities that direct the flow of goods and services, including their appropriate utilization, from the producer to the consumer or user. These activities include buying, selling, transportation, storage, marketing research and communications, marketing finance, and risk management.

Distributive education is a program of occupational instruction in the field of distribution and marketing. It is designed to prepare individuals to enter, to progress, or to improve competencies in distributive occupations. Emphasis is placed on the development of attitudes, skills, and understandings related to marketing, merchandising, and management. Instruction is offered at the secondary, post-secondary, and adult education levels. Distributive occupations are found in such businesses as retail and wholesale trade; finance, insurance and real estate; services and service trades; manufacturing; transportation and utilities; and communications.

01 01 Advertising Services -- Organized subject matter and learning experiences related to the tasks performed by distributive employees and management in demand creation, planning, placement, and evaluation of sales promotion activities utilizing merchandising aids and mass media.

01 02 Apparel and Accessories -- Organized subject matter and learning experiences related to the variety of sales, fashion, and sales-supporting tasks performed by employees and management in establishments primarily engaged in selling clothing of all kinds and related articles for personal wear and adornment.

01 03 Automotive and Petroleum -- Organized subject matter and learning experiences related to the variety of sales and sales-supporting tasks performed by employees and management in retail or wholesale establishments engaged in the distribution of cars and trucks, automotive parts, accessories and equipment, or gasoline and petroleum products.

01 04 Finance and Credit -- Organized subject matter and learning experiences related to the tasks performed by distributive employees and management of institutions engaged in deposit banking or closely related functions, extending credit in the form of loans, services allied with the exchange of securities and commodities, or consumer credit and collections.

01 05 Food Distribution -- Organized subject matter and learning experiences related to the variety of sales and sales-supporting tasks performed by employees and management in establishments primarily engaged in selling food for home preparation and consumption or selling a general or commodity line of food products at wholesale.

01 06 Food Services -- Organized subject matter and learning experiences related to the sales and merchandising tasks performed by employees and management in establishments serving prepared foods and drinks for consumption on their own premises or at a place designated by the customer.

01 07 Foreign Trade (International Trade) -- Organized subject matter and learning experiences related to the tasks performed by distributive employees and management in export sales, trade controls, foreign operations and attitudes, and monetary problems and other elements in international marketing.

01 08 General Merchandise -- Organized subject matter and learning experiences related to a variety of sales and sales-supporting tasks performed by retail employees and management engaged primarily in selling a variety of merchandise in department stores, junior department stores, mail-order houses, variety stores, general merchandise stores, discount stores, direct selling organizations or merchandise vending units.

01 09 Hardware, Building Materials, Farm and Garden Supplies, and Equipment -- Organized subject matter and learning experiences related to a variety of sales and sales-supporting tasks performed by distributive employees and management in establishments engaged primarily in selling the basic lines of hardware, lumber, building materials, supplies and equipment for home construction, and farm and garden supplies and equipment at retail, at wholesale, or to contractors.

01 10 Home Furnishings -- Organized subject matter and learning experiences related to a variety of sales and sales-supporting tasks performed by employees and management in establishments engaged primarily in selling merchandise used in furnishing the home such as furniture, household appliances, floor coverings, draperies, and specialized lines of home furnishings.

01 11 Hotel and Lodging -- Organized subject matter and learning experiences related to the tasks performed by distributive personnel and management in establishments providing lodging or lodging and meals or other tourist services on a year-round or seasonal basis to the general public or to an organization's membership.

01 12 Insurance -- Organized subject matter and learning experiences related to the tasks performed by sales and management personnel for insurance carriers of all types, or by agents representing carriers and brokers dealing in the sale or placement of insurance contracts with carriers.

01 13 Management (General/Miscellaneous) -- Organized subject matter and learning experiences related to the tasks performed by owners, proprietors, and managers in organizing and operating a business enterprise, usually a retail or service trade firm, a wholesale firm, or an unincorporated business.

01 14 Marketing (General) -- Organized subject matter and learning experiences related to the tasks performed by employees and management responsible for demand creation and a constant flow of goods and services to consumers and users at the rate of production.

01 15 Mid-Management -- Organized subject matter and learning experiences related to the tasks performed by personnel who serve primarily in a liaison capacity between employees and management and have responsibility for the supervision of products and/or people.

01 16 Real Estate -- Organized subject matter and learning experiences related to the sales, appraisal, and management tasks performed by real estate operators and owners and lessors of real property, as well as buyers, sellers, developers, agents, and brokers.

01 17 Retailing (General/Miscellaneous) NEC -- Organized subject matter and learning experiences--not listed or classifiable in other major categories--related to the sales and sales-supporting tasks performed by employees and management of establishments engaged in selling merchandise purchased for resale to customers for personal, household, or farm use.

01 18 Transportation -- Organized subject matter and learning experiences related to the physical distribution and the sales, storage and management tasks performed in enterprises engaging in passenger and freight transportation, public warehousing, and services incidental to transportation.

01 19 Wholesaling (General/Miscellaneous) NEC -- Organized subject matter and learning experiences--not listed or classifiable in other major categories--related to the sales and sales-supporting tasks performed by employees and management of places of business engaged primarily in selling goods to retailers, to industrial, commercial, institutional, or professional users, or bringing buyer and seller together.

01 99 Other Instructional Programs (Specify) -- Include here other organized subject matter content and learning experiences, not listed or classifiable above, emphasized in marketing functions performed by employees and/or managers of establishments engaged in selling products or providing services to individuals and business establishments.

## HEALTH OCCUPATIONS

## 07.00 00

Education for health occupations comprises the body of related subject matter, or the body of related courses, and planned experiences designed to impart knowledge and develop understandings and skills required in the supportive services to the health professions. Instruction is organized to prepare pupils for the occupational objectives concerned with assisting qualified personnel in providing diagnostic, therapeutic, preventive, restorative, and rehabilitative services to people, including understandings and skills essential to care and health services to patients.

Education for health workers is conducted by recognized education agencies with the cooperation of appropriate health institutions and services that can make available the quality and kind of experiences needed by the trainee in developing the competencies required for his occupational goal.

Instructional programs which prepare persons for occupations that render health services directly to patients (people) provide planned clinical instruction and experience in appropriate clinical situations. For those occupations that render health services which do not involve direct services to patients, planned instruction and experience in laboratories and/or appropriate work situations are provided as an integral part of the instructional program.

*Registration, licensure, and certification: a statement concerning registration, licensure, and certification as applied to items identified by an asterisk (*) in this subject area is to be developed.

Included under this heading are items of information which describe selected aspects of education for health occupations. In the ensuing definitions the term "subject matter" includes theoretical course content that may be given either in a school or in a clinical setting, and the term "experiences" includes the applied course content which is provided in a clinical setting.

01 00 Dental Services -- Included in this category are occupations concerned with supportive services to the dental profession.

01 01 Dental Assistant -- A combination of subject matter and experiences designed to prepare a person to assist the dentist at the chairside in the dental operatory, to perform reception and clerical functions, and to carry out selected dental laboratory work.

01 02 Dental Hygientist (Associate Degree)* -- A combination of subject matter and experiences designed to prepare a person to provide services to patients such as performing complete oral prophylaxis. applying medication, and providing dental health education services, both for chairside patients and in community health programs, under the supervision of the dentist.

01 03 Dental Laboratory Technician -- A combination of subject matter and experiences designed to prepare a person to execute the work in producing restorative appliances required for the oral health of the patient as authorized by the dentist.

02 00 Medical Services -- Included in this category are occupations concerned with supportive services to the medical professional.

02 01 Cytology Technician (Cytotechnologist) -- A combination of subject matter and experiences designed to prepare a person to stain and screen smeared slides for determination of abnormalities of exfoliated cells that may assist in the diagnosis of cancer. This work is performed under the supervision of a physician.

02 02 Histology Technician -- A combination of subject matter and experiences to enable a person to prepare, section and stain tissues for microscopic study, usually, by a pathologist or other clinical scientist.

02 03 Medical Laboratory Assistant -- A combination of subject matter and experiences organized to prepare a person to work under the supervision of medical technologists, clinical pathologists, or physicians to perform routine clinical laboratory procedures.

02 04 Nurse, Associate Degree*-- A combination of general and nursing education and clinical experiences designed to prepare the person to work with the nurse supervisor, the physician, and other members of the health team in providing nursing care.

02 05 Practical (Vocational) Nurse*-- A combination of subject matter and supervised clinical experiences designed to prepare a person to give direct nursing care under the supervision of a nurse or physician.

02 06 Nurses' Aide -- A combination of subject matter and experiences which prepares a person to perform simple tasks involved in the personal care of individuals receiving nursing services. These tasks are performed under the supervision of a nurse.

02 08 Hospital Food Services Supervisor -- A combination of subject matter and experiences designed to qualify a person for preparing and serving meals in a hospital or other health institution under the supervision of the dietitian.

02 09 Inhalation Therapy Technician -- Preparation includes a combination of subject matter and experiences designed to prepare a person to perform procedures and operate and maintain equipment used in supporting respiratory functions, including the administr tion of oxygen and other sustaining gases, as directed by a physician.

02 11 Medical X-ray Technician (Radiologic Technologist) -- A combination of subject matter and experiences designed to prepare a person for the safe use of X-ray equipment in both laboratory and clinical settings under the supervision of a radiologist or other physician.

02 12 Optician -- A combination of subject matter and experiences designed to train a person to prepare, assemble and fit corrective lenses as prescribed by a physician or optometrist.

02 13 Surgical Technician (Operating Room Technician) -- A combination of subject matter and experiences designed to prepare a person to serve as a general technical assistant on the surgical team in the operating suite.

02 14 Occupational Therapy Assistant -- A combination of subject matter and experiences designed to prepare a person to assist the occupational therapist in implementing the plan of therapy for a patient as prescribed by a physician.

02 15 Physical Therapy Assistant -- A combination of subject matter and experiences designed to prepare a person to assist the physical therapist in implementing the plan of therapy for a patient as prescribed by a physician.

99 00 Other (Specify)

# HOME ECONOMICS

## 09.00 00

Home Economics comprises the group of related courses or units of instruction organized for purposes of acquiring knowledge and developing understandings, attitudes, and skills relevant to (a) personal, home and family life, and (b) occupational preparation using the knowledge and skills of home economics. The subject matter of home economics includes, in addition to content unique to the area, concepts drawn from the natural and social sciences and the humanities. The following descriptive headings identify the various aspects of home economics.

01 00 Homemaking: Preparation for Personal, Home, and Family Living -- The courses or units of instruction in home economics emphasizing acquisition of knowledge and development of understandings, attitudes, and skills relevant to personal, home, and family life in the areas described below.

01 01 Comprehensive Homemaking or Home Economics -- Instruction which derives content from a combination of the various areas of homemaking (as described by the items listed below) and emphasizes basic principles and interrelationships among these areas.

01 02 Child Development -- The study of children--their physical, mental, emotional, and social growth and development--and their care and guidance. In practice, subject matter content draws on aspects of the social and biological sciences.

01 03 Clothing and Textiles -- The study of clothing and textiles, including the significance of these to the individual and family, and the nature, acquisition, and uses of textiles and clothing products. The course content usually provides for planned experiences in the selection, construction, maintenance and alteration of clothing and other textile products.

01 04 Consumer Education -- (See Consumer Education under SOCIAL SCIENCES/SOCIAL STUDIES. Emphases in home economics will be on consumer education as it relates to management of a home and to the welfare of family members.)

01 05 Family Health -- The study of related aspects of health in family living with special emphasis being given to nutrition, creative homemaking and emotional health, the relationship of the health of an individual to the well-being of the family, the prevention of illness, and the management involved in caring for the ill and convalescent in the home.

01 06 Family Relations -- The study of the nature, functions, and significance of human relationships in the family. The subject matter content includes concepts and principles related to varied family living conditions, the establishment and maintenance of relationships, and the preparation for marriage and family life. These designated aspects of family relationships emphasize the universality of families, the uniqueness of individuals and families, the development and socialization of the individual, and meeting the variety of needs and interests of family members.

01 07 Foods and Nutrition -- The study of food and its role in personal and family living, including the basic principles of health, food management, and economics. In practice, emphasis is frequently placed on meal management as a means to understanding the significance of food and the nature of food and its preparation for individuals and families.

01 08 Home Management -- The study of the complexities and processes involved in formulating goals, making decisions, and effectively using and controlling human and other resources for establishing and maintaining a home and family. The subject matter content provides for a variety of home management considerations, such as the societal and economic influences on individual and family management, values, goals and standards, family economics, and the organization of activities in the home.

01 09 Housing and Home Furnishings -- The study which is designed to develop judgment needed for creating a favorable environment for family living. Attention is given to a complex of housing and home furnishing factors including influence of housing on people; types and costs of housing; interior design; the care, maintenance, and improvement of homes and furnishings; and the relation of resources to family needs.

01 99 Other Homemaking -- Include here other organized subject matter content emphasized in homemaking and which is not listed above. (Specify)

02 00 Occupational Preparation -- The courses or units of instruction in home economics emphasizing acquisition of knowledge and development of understandings, attitudes, and skills relevant to occupational preparation and the utilization of specialized knowledge and skills of home economics. Learning activities and experiences are oriented toward the development of competencies essential for entry into a chosen occupation or for acquiring new or additional competencies for upgrading occupational proficiency. Subject matter is coordinated with appropriate field, laboratory, and work experience. Occupations include those which provide (1) services to families in the home and similar services to others in group situations; (2) assistance to professional home economists and professionals in fields related to home economics in industries agencies, and organizations; and (3) other services and/or assistance directly related to one or more home economics subject matter areas.

02 01 Care and Guidance of Children -- Preparation for a variety of employment related to child care centers and young children, e.g., assisting directors of child day-care centers or nursery schools, assisting with activities on playgrounds and in recreation centers, and caring for children in stores and airport

02 02 Clothing Management, Production, and Services -- Preparation for employment concerned with clothing and textiles, e.g., fitting and altering ready-made garments, custom tailoring and dressmaking, laundry-drycleaning work, and demonstration work and technical work in business and industry.

02 03 Food Management, Production, and Services -- Preparation for a variety of employment related to institutional and commercial food services. These may include workers and supervisors in hospitals, child day-care centers, homes for the elderly, and school lunch programs, and demonstrators and technicians in the food industries.

02 04 Home Furnishings, Equipment, and Services -- Preparation for a variety of employment related to home furnishings and/or equipment which includes assistance to purchasers in the selection of suitable home furnishings and/or equipment, assisting interior decorators, and custommaking of curtains, draperies, slip covers, and other related items.

02 05 Institutional and Home Management and Supporting Services -- Preparation for a variety of employment concerned with public housing services to homemakers, and housekeeping services. These include hotel and motel housekeeping, homemaker services, institutional housekeeping, and assistants to homemakers and management aides in public housing.

02 99 Other Occupational Preparation -- Aspects of occupational preparation not included above. (Specify)

99 00 Other (Specify) -- Include here other organized subject matter content emphasized in home economics which is not listed above or classifiable in one of the above major categories.

# OFFICE OCCUPATIONS

## 14.00 00

The body of subject matter, or combinations of courses and practical experience, organized into programs of instruction to provide opportunities for pupils to prepare for and achieve career objectives in selected office occupations. In the instructional process substantive content frequently is comprised of subject matter drawn from other subject matter areas. Learning experiences are designed to lead to employment and/or advancement of individuals in occupations in public or private enterprises or organizations related to the facilitating function* of the office. Included is a variety of activities, such as recording and retrieval of data, supervision and coordination of office activities, internal and external communication, and the reporting of information. Under this heading are the items of information which identify categories of career objectives in office occupations, and around which courses and practical experiences are developed

01 00 Accounting and Computing -- Planned learning experiences which include a combination of courses and practical experiences concerned with systematizing information about transactions and activities into accounts and quantitative records, and paying and receiving money. Career objectives are identified with a variety of occupational groups and specialization, (as indicated in the Dictionary of Occupational Titles), such as Junior Accountants, Bookkeepers, Cashiers, Machine Operators Tellers, and Other Accounting and Computing occupations.

02 00 Business Data Processing Systems -- Planned learning experiences which include a combination of courses and practical experiences concerned with business data processing systems and operations. Career objectives are identified with a variety of occupational groups and specialization, (as indicated in the Dictionary of Occupational Titles), such as Computer and Console Operators, Peripheral Equipment Operators, Programmers, Systems Analysts, and Other Business Data Processing Systems Occupations.

03 00 Filing, Office Machines, and General Office Clerical -- Planned learning experiences which include a combination of courses and practical experiences concerned with the recording and retrieval of data, including classifying, sorting, filing, correspondence, records, and other data. Career objectives are identified with a variety of occupational groups and specialization (as indicated in the Dictionary of Occupational Titles), such as Duplicating Machine Operators, File Clerks, General Office Clerks, and Other Filing, Office Machines, and General Office Clerical Occupations.

04 00 Information Communication -- Learning experiences which include a combination of courses and practical experiences concerned with the distribution of information, e.g., by mail, telephone, telegraph, and in person. Career objectives are identified with a variety of occupational groups, (as indicated in the Dictionary of Occupational Titles), and specialization such as Communication Systems Clerks and Operators, Correspondence Clerks, Mail and Postal Clerks, Mail-preparing and Mail-handling Machine Operators, Messengers and Office Boys and Girls, Receptionists and Information Clerks, and Other Information Communication Occupations.

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* "Facilitating function," as used in Office Occupations Education, refers to the expediting role played by office occupations as the connecting link between the production and distribution activities of an organization.

05 00 Materials Support Occupations: Transporting, Storing, and Recording -- Planned learning experiences which include a combination of courses and practical experiences concerned with (1) receiving, storing, issuing, shipping, requisitioning, and accounting for stores of material or material in use; (2) assigning locations and space to items, including verification of quality, identification, condition and value; (3) the physical handling of items, including binning, picking, stacking, and counting; (4) preparing or committing stocks for shipment; (5) inventorying stock; (6) replenishing depleted items; and (7) filling orders, and issuing tools, equipment, or materials to workers. Career objectives are identified with a variety of occupational groups and specializations, (as indicated in the Dictionary of Occupational Titles), such as Planning and Production Clerks, Shipping and Receiving Clerks, Stock and Inventory Clerks, Traffic, Rate, and Transportation Clerks, and Other Transporting, Storing, and Recording Occupations.

06 00 Personnel, Training, and Related -- Planned learning experiences which include a combination of courses and practical experiences concerned with personnel administration of an organization and the facilitating functions of scheduling and conducting clerical work and management and operations of organizations. Career objectives are identified with a variety of occupational groups and specialization (as indicated in the Dictionary of Occupational Titles), such as Educational and Training Assistants, Interviewers and Tests Technicians, Personnel Assistants, and Other Personnel, Training, and Related Occupations.

07 00 Stenographic, Secretarial, and Related -- Planned learning activities which include a combination of courses and practical experiences concerned with making, classifying, and filing records, including written communications. Career objective are identified with a variety of occupational groups and specialization, (as indicated in the Dictionary of Occupational Titles), such as Executive Administrative Secretary, Secretaries, Stenographers, and other Stenographic, Secretarial, and Related Occupations.

08 00 Supervisory and Administrative Management -- Learning activities and experiences concerned with a variety of responsibilities such as (1) studying policies, organizational structures, and administrative practices of such organizations as governmental units, industrial firms, and nonprofit groups; (2) reviewing periodic budgets submitted by operations personnel; (3) preparing reports summarizing findings and recommending changes in policy, organization, and administration to line management; (4) consolidating the budget estimates and preparing financial reports for consideration and action by upper echelons of management; and (5) supervising and coordinating activities, determining work procedures, and assigning duties. (D.O.T. No.____)

09 00 Typing and Related -- Planned learning activities which include a combination of courses and practical experiences conc[illegible] with recording data, supervising and administering typing staffs and typing, and managing offices. Career objectives

are identified with a variety of occupational groups and specialization, (as indicated in the Dictionary of Occupational Titles), such as Clerk Typists, Key Punch and Coding Equipment Operators, Typists, and Other Typing and Related Occupations.

10 00 Miscellaneous Office (Specify) -- Planned learning experiences (not elsewhere classified) which include a combination of courses and practical experiences concerned with the facilitating functions, e.g., public contact such as registering hotel and motel guests, examining claims and records, and collecting and tracing accounts. Career objectives are identified with a variety of occupational groups and specialization, (as indicated in the Dictionary of Occupational Titles), such as Collectors, Hotel Clerks, Clerical Technicians, Credit Clerks, and other occupations and areas of specialization concerned with office occupations not listed or classifiable in the above categories, including emerging office occupations not classifiable in the above categories. (list D.O.T. Nos.)

99 00 Other, NEC (Specify)

## TECHNICAL

16.00 00

Technical Education is concerned with that body of knowledge organized in a planned sequence of classroom and laboratory experiences usually at the post-secondary level preparing students for a cluster of job opportunities in a field of technology. It requires a knowledge of mathematics, the sciences associated with the technology; an understanding of the methods, skills, materials, and processes commonly used in the technology; an extensive knowledge of a field of specialization; and sufficient depth in the basic communication skills and related general education topics. Technical education prepares for the occupational area between the skilled employee and the professional employee such as the doctor, the engineer, the scientist, and is on the continuum nearest to the professional employee.

The technical curriculum must be so structured so that it prepares the graduate to enter a job and be productive with a minimum of additional training after employment to provide him with a background which will enable him to advance with the developments in the technology, and to enable him with a reasonable amount of experience and additional education to advance into positions of increased responsibility.

The technician is usually employed in direct support of the professional employee. For example, the engineering technician will be capable of performing such duties as designing, developing, testing, modifying of products and processes, production planning, writing reports, preparing estimates; analyzing and diagnosing technical problems that involve independent decisions, and solving a wide range of technical problems by applying his background in the technical specialties--mathematics, science, and communicative skills.

01 00 Engineering Related Technology -- Engineering related technology is that part of the engineering field which requires the application of scientific and engineering knowledge and methods combined with technical skills in support of engineering activities. Persons prepared in this technology are a part of the engineering manpower team which includes the skilled craftsman, the technician, and the engineer, and work as technicians in close support of the engineer.

01 01 Aeronautical Technology -- A planned program of classroom and laboratory experiences, including mathematics, the physical sciences, and a combination of aerodynamics, structures, materials, and electronics as applied to the design, testing, and development of aircraft. This program is designed to produce the ability to understand the propulsion, control and guidance system of the airplane and to collect pertinent engineering data in a research and development activity. This program prepares the graduate to work in direct support of the engineer in the aerospace industry.

01 02 Agricultural Technology -- Specialized classroom and laboratory learning experiences in mathematics, physical sciences, and specialty courses dealing with farm machinery, farm structures, and rural electrification to prepare the graduate to work in direct support of the agricultural engineer.

01 03 Architectural Technology (Building Construction) -- A program of instruction designed to provide the pupil with knowledge and understandings of scientific principles, mathematical concepts, and communicative and technical skills combined with laboratory experiences including creative design, testing, and model building which will enable him to be supportive to the architect and the architectural engineer. The subject matter emphasizes design, estimating, inspection, supervision, and contracts and specifications primarily in the field of building construction with attention to the art of form.

01 04 Automotive Technology -- A sequence of classroom and laboratory experiences which includes mathematical and scientific principles leading to an understanding of the design, development, and testing of internal combustion engines and related component parts of the motor vehicle including transmissions, electrical systems, and braking systems. This program enables the graduate to perform duties concerned with designing, testing, and development in direct support of the automotive engineer.

01 05 Chemical Technology -- A program of instruction designed to provide the pupil with scientific principles, mathematical concepts, and communicative and technical skills combined with appropriate laboratory experiences which will enable him to be supportive to the chemical engineer. The subject matter content emphasizes qualitative, quantitative, and analytical analyses in general and organic chemistry.

In the unit operation laboratory he studies material handling, crushing, grinding, and sizing. By pilot plant operation he studies the chemical machinery and methods used in extraction, distillation, evaporation, drying, absorption, and heat transfer. He designs, installs, and operates pilot plants for chemical manufacturing processes.

01 06 Civil Technology -- A planned program of classroom and laboratory experiences including the study of mathematics, spysical sciences, surveying, strength of materials, and other specialty courses leading to preparation for designing, testing, and supervising the construction of highways, railroads, airports bridges, harbors, irrigation works, sanitary plants, and structures. The graduate works in direct support of the civil engineer.

01 07 Electrical Technology -- An organization of subject matter and laboratory experiences designed to provide preparation in speciality courses, physical sciences, mathematics and general education as applied to the design, development and testing of electrical circuits, devices and systems for generation, distribution and utilization of electrical power. These electrical systems incorporate the knowledge and application of electronic and instrumentation devices.

The program is designed to produce the capacity to perform in such areas as: model and prototype development and testing; systems analysis and integration including design, selection, installation, calibration and testing; development of corrective and preventive maintenance techniques; application of engineering data; and the preparation of reports and test results in support of the electrical engineer.

01 08 Electronics Technology -- Subject matter and laboratory experiences organized to provide preparation in the speciality courses, physical science, mathematics and general education concerned with the design, development and testing of electronic circuits, devices and systems. Content incorporates solid state and microminiturzation devices and representive systems such as: Microwave systems, computers and controls.

The program is designed to produce the capacity to perform in such areas as: practical circuit feasibility, prototype development and testing, development of maintenance techniques, systems analysis including design, selection, installation, calibration and testing; application of engineering data and preparation of reports and test results in support of the professional personnel in the electronics field.

01 09 Electro-Mechanical Technology -- A selection and integration of specialized classroom and laboratory learning experiences in both the mechanical and electrical fields. Instruction is planned to provide preparation concerned with design, development, and testing of electro-mechanical devices and systems such as automatic control systems and servomechanisms including vending machines, elevator controls, missile controls, tape control machines, and auxiliary computer equipment.

The program of instruction is designed to develop understandings, knowledge, and skills which will provide the capacity to perform effectively in such areas as: feasibility testing of engineering concepts; systems analysis, including design, selection, and testing; application of engineering data; and the preparation of written reports and test results in support of mechanical and electrical engineers.

01 10 Environmental Control Technology -- Classroom and laboratory experiences designed to develop in the pupil knowledge and understandings concerned with the basic mathematics and scientific principles dealing with the control of temperature and quality of air, and the design, testing, installation, and development of heating and cooling systems.

01 11 Industrial Technology -- A program of instruction designed to develop knowledge and understandings of scientific principles, mathematical concepts, and communicative and technical skills, combined with appropriate laboratory experiences which will prepare the pupil to be supportive to the industrial engineer in production and planning. The subject matter content emphasizes design and installation of integrated systems of materials, machinery, equipment, and personnel.

01 12 Instrumentation Technology -- A sequence of classroom and laboratory experiences supported by mathematics and physical sciences which will provide an understanding in the fields of electricity, electronics, mechanics, pneumatics, and hydraulics as they pertain to the applications of the principles of control and recording systems and automated devices. The program is designed to prepare the pupil to design, develop prototypes, and test and evaluate control systems or automated systems and to prepare graphs, written reports. and test results in support of the professional personnel working in the field of instrumentation.

01 13 Mechanical Technology -- A program of instruction designed to develop knowledge and understandings concerning scientific principles, mathematical concepts, and communicative skills, combined with appropriate laboratory experiences which will prepare a pupil to become supportive to the mechanical engineer.

01 14 Metallurgical Technology -- An organization of subject matter and laboratory experiences including specialty courses, physical sciences, mathematics and general education concerned with the production, research, and/or quality control of metals. The program is designed to prepare pupils for performing in such areas as: Conducting tests on the properties of metals; pilot and production plant design and development; the development, operation and alteration of test procedures and equipment; and the collection and analysis of data and preparation of comprehensive and detailed reports in support of professional personnel in the matallurgical field.

01 15 Nuclear Technology -- A combination of subject matter and experiences designed for the study of scientific principles, mathematical concepts, and communicative and technical skills which, when combined with appropriate laboratory situations, prepare the pupil to be supportive to professionals engaged in developing, manufacturing, testing, research, maintaining, storing, and handling materials in the nuclear science and energy field. The subject matter content emphasizes nuclear physics, radioisotopes, chemistry, electronics, nuclear instrumentation, and safety procedures. Graduates may enter and develop in this field as reactor technicians, radiation safety technicians, and radioactive materials technicians.

01 16 Petroleum Technology -- A planned program of classroom and laboratory experiences which include mathematics, chemistry, physics, petrology, sedimentation, and geophysics as applied to the recovery and use of oil and gas. Instruction leads to preparation for: oil field exploration; supervision of rig construction, drilling, oil field services, crude petroleum production, and petroleum refining; and work in direct support of the engineers and geologists in the oil industry.

01 17 Scientific Data Processing -- A combination of subject matter and experiences including scientific principles and mathematical concepts combined with speciality courses and applied laboratory experiences necessary in preparing pupils to: convert scientific engineering, and other technical problem formulations to processable forms by computer; resolve symbolic formulations; prepare logical flow charts and block diagrams; encode resolvent equations for processing by applying knowledge of advanced mathematics, such as differential equations and numerical analysis; and to gain understanding of computer capabilities and limitations.

The program is designed to provide the capacity to perform such functions as: consultation with engineering and other technical personnel to resolve problems of intent, inaccuracy, or feasibility of computer processing; observation of the computer during testing or processing runs to analyze and correct programming and coding errors; review results of computer runs for determining necessary modifications and reruns; developing new subroutines or the extension of the application of available programs and the development of scientific machine languages to simplify programming statements and coding of future problems.

01 99 Other Related Technology (Specify) -- Include here other organized subject matter and experiences emphasized in engineering related technology which are not classifiable or listed above, e.g., ceramics engineering technology, marine engineering technology, and mining engineering technology.

05 00 Other Technical Education, NEC -- Examples of other aspects of technical education which may be classified in selected categories above, as appropriate, or here if not appropriate to one of the above categories, are: (Specify)

05 01 Chemical Technology

05 02 Commercial Pilot Training

05 03 Fire and Safety Technology

05 04 Forestry Technology

05 05 Marine Technology

05 06 Police Science Technology

05 99 Other (Specify)

99 00 Other (Specify) NEC

## TRADES AND INDUSTRY

## 17.00 00

Trades and industrial occupations is the branch of vocational education which is concerned with preparing persons for initial employment or for upgrading or retraining workers in a wide range of trades and industrial occupations. Such occupations are skilled or semi-skilled and are concerned with producing, processing, assembling, testing, maintaining, servicing, or repairing any product or commodity. Instruction is provided in (1) basic manipulative skills, safety judgment, and related occupational information in mathematics, drafting, and science required to perform successfully in the occupation, and (2) through a combination of shop or laboratory experiences simulating those found in industry and classroom learning. Included is instruction for apprentices in apprenticeable occupations or for journeymen already engaged in a trade or industrial occupation. Also included is training for service and certain semi-professional occupations considered to be trade and industrial in nature.

0100 Air Conditioning--Classroom and shop learning experiences which enable the student to become proficient in the installation, repair, and maintenance of commercial and domestic air conditioning systems. Included is learning in the theory and application of basic principles of conditioning of air: cooling, heating, filtering, and controlling humidity; the operating characteristics of various units and parts; blueprint reading; the use of technical reference manuals, the diagnosis of malfunctions; the overhaul, repair, and adjustment of units and parts such as pumps, compressors, valves, springs, and connections; and repair of electric and pneumatic control systems.

0101 Cooling--Learning experiences specifically concerned with the installation, operation, testing, and trouble shooting of various types of air cooling equipment and of the controls needed for operation.

0102 Heating--Learning experiences specifically concerned with the installation, operation, testing, and trouble shooting of various types of heating equipment and of the controls needed for operation.

0103 Ventilating (Filtering and Humidification)--Learning experiences specifically concerned with the installation, operation, testing and trouble shooting of various air quality control equipment such as humidifiers, filters, fans, and related equipment.

0199 Other Air Conditioning--Include here other specialized subject matter and learning experiences emphasized in air conditioning, refrigeration, and heating which are not listed or classifiable above. (Specify)

0200 Appliance Repair--Classroom and shop learning experiences concerned with the theory of electrical circuitry, simple gearing, linkages, and lubrication in the operation, maintenance, and repair of components including relays, time switches, pumps, and agitators used in appliances such as washers, dryers, vacuum cleaners, toasters, water heaters, and stoves. Related training is provided in the use of familiar tools, test equipment, and service manuals and in making cash estimates for repairs.

0300 Automotive Industries--Classroom and shop learning experiences which include training in all phases of automotive maintenance repair work on all types of automotive vehicles. Includes training in the use of technical manuals and a variety of hand and power tools. Instruction and practice is provided in diagnosis of malfunctions, disassembly of units, parts inspection and repair or replacement of parts and includes engine overhaul and repair, ignition systems, carburetion, brakes, transmissions, front end alignment, and installation of a variety of accessories such as radios, heaters, mirrors and windshield wipers.

0301 Body and Fender--Specialized learning experiences concerned with all phases of the repair of damaged bodies and fenders including metal straightening by hammering, smoothing areas by filing, grinding or sanding, concealment of imperfections, painting, and replacement of body components including trim.

0302 Mechanics--Learning experiences concerned with the components of the vehicle, including engine, power transmission, steering, brakes, and electrical systems. Included is training in the use of diagnostic and testing equipment and tools in the repair process.

0303 Specialization--Learning experiences which involve more detailed training in the adjustment and repair of the automobile, including the radiator, transmission carburetor, brake system, and other units to provide greater proficiency in the servicing of selected components.

0399 Other Automotive Industries--Include here other organized subject matter content and learning experiences emphasized in automotive industries which are not listed or classifiable above. (Specify)

0400 Aviation Occupations--Classroom and practical experiences which include instruction relating to aircraft maintenance, aircraft operation, and ground support.

0401 Aircraft Maintenance--Classroom and shop learning experiences concerned with the inspection, repair, servicing, and overhauling of all airplane parts including engines, propellers, instruments, airframes, fuel and oil tanks, control cables, and hydraulic units. Involves learning the use of technical manuals and various kinds of testing equipment.

0402 Aircraft Operations--Classroom and practical experiences concerned with the in-flight operation of commercial planes including piloting, navigating, and passenger services, e.g., flight engineer, pilot, and stewardess training.

0403 Ground Operations--Classroom and practical experiences concerned with the ground-support of commercial planes including passenger service, aircraft preflight service, and flight control, e.g., baggage handler, ticket agent, and traffic controller training.

0500 Blueprint Reading--Classroom and practical experiences concerned with visualizing, preparing, developing, and interpreting blueprints. Included are the study of principles of sketching and drawing objects or structures; understanding anduutilizing symbols, plans, sections, and details for communicating through blueprints; interpreting blueprints and their related specifications, and then translating them into actuality.

0600 Business Machine Maintenance--Classroom and shop learning experiences concerned with maintaining and repairing a variety of office machines such as typewriters, dictation machines, calculators, and data processing equipment used for correspondence, recording and processing data, duplicating, and mailing. Instruction includes diagnostic techniques; understanding of mechanical principles such as those involved in gears, cams, levers, and eccentrics; nomenclatures, use and care of special hand and power tools; soldering; mechanical drawing; principles of electricity and electronics; use of testing devices; business procedures and customer relations.

0700 Commercial Art Occupations--Organized specialized learning experiences which include theory and laboratory and shop work as they relate to the design and execution of layouts and making illustrations for advertising, display, and instructional manuals. Instruction includes advertising theory and preparation of copy, lettering, poster design, fashion illustration, silk screen, air brush and touch-up, inks and color dynamics, package and product design, drawings for line and halftone reproduction, and other display devices and exhibits. Instruction leads to preparation for various types of employment such as fashion illustrator, technical illustrator, interior decorator, and advertising artist.

0800 Commercial Fishery Occupations--Organized specialized learning experiences which include theory and laboratory and shop work as they relate to seamanship, navigation, and communications; utilization of rigging and other equipment; maintenance and repair of boats; techniques for finding fish; shipboard preservation and refrigeration, processing catches afloat and on shore; and operation and maintenance of all fishing gear and power plants. Instruction leads to preparation for various types of employment such as fisherman, processor, weigher, and equipment and special gear maintenance man.

0900 Commercial Photography Occupations--Organized specialized learning experiences which include theory and laboratory and studio work as each relates to all phases of camera uses and photographic processing. Instruction includes composition and color dynamics, contact printing, and enlarging, developing film; air brush and retouching, coloring, and copying; utilization of cameras, meters, and other photographic equipment; portrait, commercial, and industrial photography, including such processes as microfilming and preparing copy for other printing and graphic arts processing.

Instruction also emphasizes the development of skills and knowledge essential for employmentin planning, developing, and producing in such areas as audiovisual materials and telecasting, and for employment as a commercial photographer, air brush man, camera man (offset printing), audiovisual projectionist, and camera man (broadcasting).

1000 Construction and Maintenance Trades--Classroom and shop learning experiences concerned with the erection, installation, maintenance or repair of buildings, highways, airports, missile sites, and earth and other structures using assorted materials such as metal, wood, stone, brick, glass, concrete, or composition substances. Instruction is provided in a variety of activities such as cost estimating; cutting, fitting, fastening, and finishing; in the use of a variety of hand and power tools, and in blueprint reading and following technical specifications. Knowledge is provided concerning the physical properties of the materials.

1001 Carpentry--Classroom and shop learning experiences involving layout, fabrication, assembly, installation, and repair of structural units. Included is instruction in the care and use of hand or power tools, equipment and materials, common systems of frame and sound construction; and drafting, blueprint reading, applied mathematics, and materials estimating.

1002 Electricity--Classroom and shop learning experiences concerned with the layout, assembly, installation, testing, and maintenance of electrical fixtures, apparatus, and wiring used in electrical systems. Instruction is provided in the reading, interpretation, and understanding of residential, commercial, and industrial wiring based on controlling electrical codes.

1003 Heavy Equipment (Construction)--Classroom and practical work experiences concerned with the operation, maintenance, and repair of heavy-duty equipment such as bulldozers, cranes, graders, tractors, concrete mixers, crawler-mounted shovels, trailer-mounted compressors and the gasoline or diesel engines powering the equipment.

1004 Masonry--Specialized classroom and shop experiences concerned with the cutting, chipping, and fixing in position of concrete blocks, brick, and glass blocks using bonding materials and hand tools. Included is training in reading architectural plans, planning, and estimating.

1005 Painting and Decorating--Specialized classroom and shop learning experiences concerned with the preparation and finishing of exterior and interior surfaces by the application of protective or decorative coating materials such as lacquer, paint and wallpapers. Includes instruction in scraping, burning, or sanding surfaces; making, mixing, and matching paints and colors applying coating with brush, roller, or spray-gun, or by cutting, pasting and hanging wallpaper.

1006 Plastering--Specialized classroom and shop learning experiences concerned with the application of plaster, stucco, and similar materials to interior and exterior surfaces of structures. Instruction includes the preparation of surfaces and the smoothing and finishing of them.

1007 Plumbing and Pipefitting--Specialized classroom and shop learning experiences concerned with layout assembly, installing, altering and repairing piping systems, and related fixtures and fittings in structures by the use of pipe-cutting, bending and threading tools; welding, soldering, and brazing equipment; and other hand and power tools and equipment.

1099 Other Construction and Maintenance Trades--Include here other subject matter content and learning experiences emphasized in construction and maintenance trades which are not listed or classifiable above. (Specify)

1100 Custodial Services--Classroom and shop learning experiences which are concerned with all phases of care and cleaning of buildings, fixtures, and furnishings, including all types of building interiors such as linoleum, plastic, terrazzo, tile, and wood floors; rugs; and plastic, wood panel, paint, and synthetic wall coatings. Skills are taught in the use and care of hand and power tools for such operations as dusting, dust mopping, wet mopping, scrubbing, waxing, and refinishing, and the cleaning of toilet rooms, windows, and walls.

Additional emphasis are placed on (1) characteristics of various cleaning agents and protective coatings--including their reactions on surfaces--and procedures for applying them; (2) sanitation and disinfectants, (3) scheduling work, and (4) purchasing custodial supplies.

1200 Diesel Mechanic--Classroom and shop learning experiences which are concerned with all phases of repair work on diesel engines used to power buses, ships, trucks. railroad trains, electric generators, construction machinery, and similar equipment. Instruction and practice is provided in diagnoses of malfunction;

disassembly of engines; examination of parts; reconditioning and replacement of parts, repair and adjustment of fuel injection systems, oil and water pumps, generators, governors, auxiliary and accompanying power units, controls, and transmissions. The uses of technical manuals, a variety of hand and power tools, and testing and diagnostic equipment are also studied.

1300 Drafting Occupations--Organized specialized learning experiences which include theory, use of drafting room, laboratory and shop work as each relates to the gathering and translating of data or specifications, planning, preparing, and interpreting mechanical, architectural, structural, pneumatic, marine, electrical/electronic, topographical, and other drawings and sketches. Instruction includes experiences with drawing reproduction materials, equipment, and processes; the preparation of reports and data sheets for specifications writing; the development of plan and process charts and drawings; and model development.

Instruction emphasizes the development of skills and knowledge essential for employment in ancillary capacities such as tracers or reproduction equipment operators, and for occupations such as mechanical draftsman, structural draftsman, detailer marine draftsman, tool designer, fixture designer, and punch and die designer.

1400 Electrical Occupations--Organized subject matter and experiences which include theory, laboratory, and shop work as each relates to planning functions, generating and transmitting electricity, installing and [illegible] electrical and communication systems, and equipment and components. Instruction emphasizes practical applications of mathematics, the sciences, circuit diagrams and blueprint reading, sketching, and other subjects essential to preparation for employment in the electrical occupations.

1401 Industrial Electrician--Specialized classroom and practical instruction related to the maintenance and repair of a variety of industrial machinery driven by electric motors or which are electrically controlled.

1402 Linemen--Specialized classroom and practical experiences concerned with the installation, operation and maintenance of local, long-distance and rural lines, including pole- and tower-line erection and construction.

1403 Motor Repairman--Specialized classroom and practical learning experiences concerned with the assembly, installation, testing, maintenance and repair of electric motors, generators transformers and related equipment.

1499 Other Electrical Occupations--Include here other subject matter content and learning experiences emphasized in electrical occupations which are not listed or classifiable above. (Specify)

1500 Electronics Occupations--Organized specialized learning experiences which include theory, laboratory, and shop work as each relates to planning, producing, testing, assembling, and installing and maintaining electronic communications equipment such as radio, radar, and television; industrial electronic equipment including digital computers, new electronic systems, components, and equipment; and control devices. Emphases are placed on solid state devices and components, electron tube characteristics, low frequency amplifiers, LC and RC Oscillators, transistors, and amplitude and frequency modulation.

Instruction is designed to develop knowledge, understandings, and skills essential for employment in communications, industrial electronics, radio/television, and other electronics occupatinns.

1501 Communications--Specialized classroom and practical experiences concerned with the assembly, installation, operation, maintenance and repair of communications equipment and systems of all types, e.g. industrial and entertainment sound systems, data processing, telephone dial systems, two-way radio, central circuits, hearing aids, and high-fidelity sets.

1502 Industry -- Specialized classroom, laboratory, and practical experiences which are concerned with the basic elements of vacuum tubes and circuitry; using and servicing testing equipment and trouble shooting circuits; the study of and experience in repairing photoelectric controls, timers, selector switches, counters, recorders, and transducers, and the study of the characteristics and intricacies of equipment and components used in industry and research centers.

More advanced study includes study, analysis, and repair of magnetic amplifiers, motors, motor controls, electronic heating, saturable reactors, servomechanisms, pulse circuits, computers, and test instruments--including basic principles and servicing procedures. Field trips are frequently emphasized.

1503 Radio/Television--Specialized theory and practice which are concerned with the construction, maintenance and repair of radios and television sets. Training also prepares pupils to diagnose troubles and make repairs on other electronic products such as high-fidelity sound equipment, phonographs, and tape recorders.

1599 Other Electronics Occupations--Include here other subject matter content and learning experiences emphasized in electronics occupations which are not listed or classifiable above. (Specify)

1600 Fabric Maintenance Services--Classroom and laboratory learning experiences which are concerned with all phases of maintenance service on all types of fabrics. Instruction emphasizes identifying, marking and entering, sorting, assembling, wrapping, and bagging clothing and other fabrics; a wide range of information dealing with drycleaning and spotting agents, detergents, and bleaches and dyes, effects of heat on various fabrics; skills involved in the use of hand tools and power equipment such as power presses for flat work, roller presses, washers, extractors, and dryers, and alteration and repair of fabrics.

1601 Drycleaning--Classroom and practical experiences concerned with theory and knowledge in drycleaning plant management and processes. Instruction includes receiving garments, inspecting, dry and wet cleaning, identifying spots and spotting, pressing, dyeing, sorting and wrapping of wearing apparel, household furnishings, and other articles of textile construction or leather. Also emphasized are experiences concerned with various cleaning agents, kind of fabrics, alteration and repair of fabrics, and uses of hand and power tools and equipment.

1602 Laundering--Classroom and practical experiences concerned with theory and knowledge in laundering plant management and processes. Instruction includes receiving garments, inspecting, washing of fabrics, spotting, ironing and pressing, dyeing, bleaching, sorting, and folding and wrapping of wearing apparel and household and other articles of textile construction. Also emphasized are experiences concerned with various cleaning agents (including detergents) type of fabrics, alteration and repair of fabrics, and uses of hand and power tools and equipment.

1699 Other Fabric Maintenance Services--Include here other subject matter content and experiences emphasized in fabric maintenance services which are not listed or classifiable above. (Specify.

1700 Foremanship, Supervision, and Management Development--Planned learning experiences designed to assist the supervisor in effectively utilizing the men, machines, and materials under his supervision by broadening his background and developing his leadership abilities. Included is the study of human behavior, organization and management, oral communication, labor laws, personnel procedures, job analysis, work simplification, employee utilization and development techniques of writing as applied to preparation of letters, memos, and technical reports, speed reading, and safety and first-aid practices.

1800 General Continuation--Part-time classes--for persons under 18 years of age who have left full-time instruction to enter the labor force--providing instruction designed to increase civic intelligence rather than to develop specific occupational competence.

1900 Graphic Arts Occupations--Organized specialized learning experiences which include theory and laboratory and shop work as they relate to all phases of hot and cold typesetting, layout, composition, presswork, and binding, including flexography, lithography, photoengraving and others related to the printing industry. Emphases are also placed on typographical layouts and design, hand and machine typesetting, camera and plate work, imposition, type casting, offset and platen press makeup and operation, paper cutting, ink and color preparation, binding, and production by silk screen process.

Instruction leads to preparation for various types employment such as typesetter, compositor, camera man, platemaker, cost analyst, expediter, and production planner.

2000 Industrial Atomic Energy Occupations--Organized specialized learning experiences which include theory and laboratory and shop work as they relate to the construction, operation, and maintenance of reactor plants and industrial "x-ray" equipment and the industrial uses of radioisotopes for production and control operations. Almost every form of mechanical, electrical, electronic and chemical skills and equipment generally used in industry may be involved.

2001 Installation, Operation and Maintenance of Reactors--Organized learning experiences which are concerned with atomic reactor plants and their use. Emphasized in addition to the knowledge and skills required in general construction of reactor plants are the related factors of reactor theory, operating characteristics and limitations, instrumentation, radiation hazards, maintenance, and emergency and safety procedures.

2002 Radiography--Organized learning experiences which are concerned with the installation, safe operation, interpretation, and maintenance of industrial "x-ray" equipment. Training also includes atomic theory, operating procedures, radiation protection standards and instruments, photographic film, and interpretation of film exposures.

2003 Industrial Uses of Radioisotopes--Organized learning experiences which are concerned with the industrial use of radioisotopes in production and control operations. Training also includes atomic theory, electrical and electronic theory, operating procedures, specialized instrumentation, radiation protection, process and quality controls, interpretation, and record keeping.

2099 Other Industrial Atomic Energy Occupations--Include here other subject matter content and experience emphasized in industrial atomic energy occupations which are not listed or classifiable above. (Specify)

2100 **Instruments Maintenance and Repair Occupations (Including watchmaking and repair) -- Classroom,** laboratory, and practical learning experiences concerned with maintaining and repairing meters, instruments, watches and clocks, and other physical measuring devices. Instruction includes experiences in diagnosing malfunctions, disassembling, repairing and/or replacing **faulty** parts, cleaning, assembling and adjusting, and using special bench and hand tools·meters, and standards.

2200 Maritime Occupations--Classroom, laboratory, and practical learning experiences which are concerned with maintaining and repairing mechanical equipment on fresh-water and sea-going ships, tugboats, barges, floating drydocks, and other marine craft and floating structures, as well as related harbor and dock machinery and equipment. Instruction emphasizes diagnosing malfunctions, disassembling, repairing and/or replacing parts, and assembling, adjusting, and testing the equipment. Also emphasized are the uses of a variety of hand, bench, and power tools, and testing equipment.

2300 Metalworking Occupations--Organized specialized learning experiences which include theory and laboratory and shop work as they relate to the planning, manufacturing, assembling, testing, and repairing of parts, mechanisms, machines, and structures in which materials are cast, formed, shaped, molded, heat treated, cut, twisted, bent, pressed, stamped, fused, marked or worked upon.

Instruction emphasizes knowledge, skills, and understandings which lead to preparation for various types of skilled and semi-skilled employment such as sheet metal man, tool maker, foundry man, welder, millwright, production machine tool operator, production molder, metal stamping operator, and metal patternmaker, as well as helper-type jobs such as materials handler, and machine clean-up man.

2301 Foundry--Specialized classroom and shop learning experiences designed to provide a knowledge of the theory and applications of foundry practice in ferrous and non-ferrous foundries. Instruction emphasizes foundry equipment, various sands and refractories, sand and machine molding, foundry chemistry and metallurgy, coremaking, chipping, and grinding.

2302 Machine Shop--Specialized classroom and shop learning experiences which are concerned with all aspects of shaping metal parts. Instruction involves making computations relating to work dimensions, tooling, feeds, and speeds of machining. Also emphasized is work on the bench, lathes, shapers, milling machines, grinders and drills; the use of precision measuring instruments such as layout tools, micrometers and gages; methods of machining and heat treatment of various metals, blueprint reading; and the layout of machine parts. Preparation prepares the pupil to operate and repair all machines.

2303 Machine Tool Operation--Specialized learning experiences to prepare a semiskilled worker to run only one machine; e.g., lathe, grinder, drill press, milling machine, and shaper.

2304 Metal Trades (combined)--Specialized learning experiences designed to prepare an all-around metal worker capable of fabricating and assembling a variety of products in many industries. Instruction includes layout, sequence of operations, setting up and operating fabricating machines, positioning, aligning, fitting, and welding parts together; and designing and constructing templates and fixtures.

2305 Sheet Metal--Specialized classroom and shop learning experiences which are concerned with the layout, fabrication, erection or installation, and maintenance of items made of steel, copper, stainless steel, and aluminum such as ventilating, air conditioning and heating ducts, kitchen equipment, signs, furniture, and skylights. Instruction includes the use of hand tools and machines such as cornice brake, forming rolls, and squaring shears, drafting, and blueprint reading.

2306 Welding--Specialized classroom and shop learning experiences which are concerned with all types of metal welding, brazing, and flame cutting. Instruction emphasizes properties of metals, blueprint reading, electrical principles, welding symbols, and mechanical drawing.

2399 Other Metalworking Occupations--Include here other organized subject matter content and learning experiences emphasized in metalworking occupation which are not listed or classifiable above. (Specify)

2400 Metallurgy Occupations--Classroom and laboratory learning experiences concerned with assisting in examining and testing metal samples under the direction of physical metallurgists for determining the physical properties of metals, e.g., crystalline structure, porosity, homogeneity, and other characteristics. Instruction includes examining metals with x-ray, gamma ray, and magnetic-flux equipment for detecting defects, and the use of pressure devices, hot acid baths, and other apparatus to test hardness, toughness, and other properties of metals. (See, also, 0114 Metallurgical Technology under TECHNICAL EDUCATION)

2500 Nucleonic Occupations--Organized specialized learning experiences which include theory and laboratory and shop work as they relate to the construction, operation, and maintenance of reactor plants and industrial "x-ray" equipment and the industrial uses of radioisotopes for production and control operations. Almost every form of mechanical, electrical, electronic and chemical skills and equipment generally used in industry may be involved.

2600 Personal Services--Planned learning experiences concerned with rendering a variety of personal services related to the physical appearance of individuals. These experiences include giving various kinds of beauty treatment, applying makeup to faces of studio and stage performers, attending clients taking baths, administering elementary massage, and fitting wigs.

2601 Barbering--Classroom and practical learning experiences which are concerned with haircutting and styling, shaving, shampooing, and massaging. Emphases are placed on hygiene, skin and scalp diseases, and sterilization of instruments and utensils. Instruction is designed to qualify pupils for licensing examinations.

2602 Cosmetology--Classroom and practical learning experiences which are concerned with a variety of beauty treatments, including the care and beautification of the hair, complexion, and hands. Instruction includes training in giving shampoos, rinses, and scalp treatments, hair styling, setting, cutting, dying, tinting, and bleaching; permanent waving, facials and manicuring, and hand and arm massaging. Bacteriology, anatomy, hygiene, sanitation, and salon management (including keeping records), and customer relations are also emphasized. Instruction is designed to qualify pupils for licensing examination.

2699 Other Personal Services--Include here other organized subject matter content and learning experiences emphasized in personal services which are not listed or classifiable above. (Specify)

2700 Plastics Occupations--Classroom and shop learning experiences dealing with plastics and their characteristics, and with bench molding, fitting, internal carving, and finishing plastic and fiber glass materials into products. Instruction includes using hand and power tools.

2800 Public Service -- **Planned learning experiences concerned** with training for the performance of occupations in local, State and Federal Government agencies. These occupations usually are concerned with specialized activities limited to local, county, and State governments, and do not occur elsewhere in the economy. Typical activities include police and fire protection, emergency and rescue squad work, safety, sanitation, transportation, and school bus driving.

2801 Fireman Training--Specialized class and practical learning experiences which are concerned with the practices and techniques of firefighting. Instruction treats the organization of a community fire department, the chemistry of fire, the use of water and other materials in fighting fires, the various kinds of firefighting equipment and aids and their uses, such as extinguishers, pumps, hose, rope, ladders, gas masks, hydrants, and standpipe and sprinkler systems, methods of entry, rescue principles, practices, and equipment, salvage equipment and work, fire and arson investigation; inspection techniques; and radiation hazards.

2802 Law Enforcement Training--Specialized class and practical learning experiences that are designed to supplement the training provided by officially designated law enforcement agencies. Instruction includes acquiring and maintaining the uniform, patrolling on foot or in an automobile during the day or night, dealing with misdemeanors, felonies, traffic violations and accidents, making arrests; and testifying in court.

2899 Other Public Services -- **Include here other organized** subject matter content and learning experiences emphasized in public service occupations which are not listed or classifiable above. (Specify)

2900 Quantity Food Occupations--Organized specialized learning experiences which include theory and laboratory and shop work as they relate to planning, selecting, purchasing, preserving, preparing, and serving food and food products. Included is the study of a variety of foods and their nutritional values, food processing, quantity cooking, storing equipment, and sanitation in food handling and management.

Instruction emphasizes quantity food service occupations in commercial food service establishments such as restaurants, cafeterias, drive-ins, tea rooms, bakeries, and meat, fish, and poultry markets, in other retail food shops which are operated independently or are located in enterprises such as hotels, travel terminals, industrial plants, hospitals, or club houses, and in special food services such as those associated with airline catering or with take-out food establishments. Instruction is designed to prepare pupils for occupations such as baker, cook,chef, and meat cutter, or in planning, purchasing, preparing, storing, and preserving foods, or in services such as bus boy, waiter, or waitress.

2901 Baker--Specialized classroom and practical work experiences associated with the preparation of bread, crackers, cakes, pies, pastries and other bakery products for retail distribution or for consumption in a commercial food service establishment. Training includes making, freezing, and handling of bake products decorating counter display and packaging of merchandise. Training prepares the pupil as an all-around baker, although he may be employed in the production of any one type of goods such as pastries.

2902 Cook/Chef--Specialized classroom and practical work experiences concerned with the preparation and cooking of a variety of foods. Included is study of the use and care of equipment, food standards such as the selection and preparation of food and the determination of size of servings, sanitation procedures, including food handling; cooking methods such as broiling and steaming; and the preparation of special dishes such as soups, salads, garnishes, souffles and meringues. Although the pupil qualifies as an all-around worker, he may, depending on the size of the establishment, specialize in the preparation of specific types of foods, e.g., meats, vegetables or sauces.

2903 Meat Cutter--Specialized classroom and practical work experiences concerned with the cutting, trimming, and preparation of carcasses and consumer-size portions for sale by wholesale or retail establishments, or for cooking in a food service establishment. Instruction is provided in the use of certain meat-cutting tools, identification of and techniques used in cutting different cuts of meats, dressing poultry, processing fish, counter display, and refrigeration of meats, poultry, and fish.

2904 Waiter/Waitress--Specialized classroom and practical work experiences in table preparation, food handling, and serving. Instruction is provided in personal cleanliness and appearance, sanitary handling of food and equipment, setting a table, receiving and seating guests, taking orders and interpreting the menus, carrying the tray and dishes, placing orders in the kitchen, serving procedures, making out checks, accepting money and making change for checks, and proper relations with fellow employees and customers.

2999 Other Quantity Food Occupations--Include here other organized subject matter content and learning experiences emphasized in quantity food occupations which are not listed or classifiable above. (Specify)

3000 Refrigeration--Classroom and shop learning experiences concerned with commercial chilling and freezing systems, including theory, application, and operation of compressors, expansion and float valves, thermostats, and pressure controls; diagnosing overhauling, and testing methods and procedures; charging and discharging systems with refrigerants, and testing hermetic units, relays and overload devices.

3100 Small Engine Repair (Internal Combustion)--Classroom and shop learning experiences which are concerned with maintaining and repairing a variety of small engines used on portable power equipment, e.g., lawnmowers, outboard motorboats, chain saws, and roto-tillers. Instruction includes principles of internal combustion engine operation, reading technical manuals, and customer relations.

3200 Stationary Energy Sources Occupations--Organized specialized learning experiences including theory, laboratory, and shop work as each relates to the installation, operation, and maintenance of large power sources for purposes such as generating electricity, pumping, and heating. Major equipment involved may be turbines (steam,gas, or hydro), engines (diesel or gas), atomic reactors, or furnaces.

3201 Electric Power and Generating Plants -- Organized learning experiences which are concerned with the installation, operation, and maintenance of electric power generating stations from which the electricity may be either for sale or industrial use. Instruction, in addition to that required in general construction, also includes theory, operation, and maintenance of gas, oil, or coal furnaces, atomic reactors, boilers, electrical generators, steam, gas, hydro turbines, and diesel engines, special instrumentation, control, and emergency and safety procedures. Occupational preparation may be designed to provide specialization for a specific type of electric power generating plant construction or operation, e.g., steam, hydro, atomic, diesel, or gas turbine.

3202 Pumping Plants--Organized learning experiences which are concerned with the installation, operation, and maintenance of pumping installations handling liquids, gases, or solids for remote delivery through pipe lines or for local use. Pumps are commonly driven by electric motors, diesel engines, or gas turbines. Instruction includes theory, operation, and maintenance of pumps, pipe lines, motors, engines, and gas turbines as well as instrumentation and control.

3299 Other Stationary Energy Sources Occupations--Include here other organized subject matter content and learning experiences emphasized in stationary energy sources occupations which are not listed or classifiable above. (Specify)

3300 Textile Production and Fabrication--Classroom and shop learning experiences which are concerned with all aspects of the fabrication of textiles and kindred materials. Instruction emphasizes the fabrication and repair of garments constructed of cotton, wool, synthetic fibers, or fur, apparel accessories, e.g., handbags, belts, shoes, and gloves, white goods such as sheets and pillow cases, and furnishings, such as slip covers, drapes, and curtains.

3301 Dressmaking--Specialized classroom and laboratory learning experiences which are concerned with the construction, alteration, and fitting of women's apparel such as dresses, coats, and suits. Instruction includes sketching, style, line, and color in fashion design, patternmaking, cutting fabric to patterns; draping, machine and hand stitching, altering finished garments, including cleaning and pressing, classification, identification, and selection of fabrics.

3302 Tailoring--Specialized learning experiences which are concerned with the fabrication and alteration, by hand and machine, of all types of men's, women's, and children's outer garments. Instruction includes taking measurements, preparing patterns, cutting, sewing, and fitting; hand and powered machine sewing; hand and machine pressing, and making repairs and alterations, from start to finish, according to patterns and designer's specifications.

3399 Other Textile Production and Fabrication--Include here other organized subject matter content and learning experiences emphasized in textile production and fabrication which are not listed or classifiable above. (Specify)

3400 Shoe Manufacturing/Repair--Classroom and shop learning experiences which are concerned with the fabrication and repair of all types of footwear, e.g., shoes, boots, moccasin, sandals, slippers. Instruction emphasizes types and care of shoes; kinds and uses of tools and machines, shoe construction, shoe repairing, including replacement of worn parts such as heels and soles, and sewing parts that need mending, orthopedic shoe making and repair, leather refinishing and dyeing, salesmanship; and simple bookkeeping. Repairing of other leather articles such as handbags, luggage, and belts may be included in instruction.

3500 Upholstering--Classroom and shop learning experi [illegible] concerned with all aspects of upholstering, incl [illegible] automobile seats, caskets, and mattresses and be [illegible] Instruction includes history and styles of furni [illegible] repairing, arranging, and securing springs, fille [illegible] and covering material, patternmaking, cutting, se [illegible] trimming outside coverings, cushion filling; styl [illegible] tufting and buttoning, and wood refinishing.

3600 Woodworking Occupations--Classroom and shop learning experiences which are concerned with woodworking occupations other than construction carpentry. Instruction emphasizes laying out and shaping stock; assembling complete wooden articles or subassemblies, marking, binding, sawing, carving, and sanding wood products; and repairing wooden articles. Also emphasized are various hand and power tools and their uses.

3601 Millwork and Cabinet Making--Specialized class and practical work learning experiences which are concerned with mass producing products such as window frames, moldings, trim, and panels; and with making such products as furniture, store fixtures, kitchen cabinets, and office equipment. Instruction includes training in cutting, [illegible] and assembling parts by means of hand tools [illegible] machines, refinishing furniture; instal [illegible] e.g., hinges, catches, drawer pulls; p [illegible] blueprint reading; drafting, and kinds

3699 Other Millwork and Cabinet Making--Include here other organized subject matter content and learning experiences emphasized in millwork and cabinet making which are not listed or classifiable above. (Specify)

3700 Other Trades and Industry Occupations--Include here other organized subject matter content and learning experiences emphasized in trades and industrial occupations which are not listed or classifiable in one of the above major categories. (Specify)

# SECTION XII

# APPLICATION AND REPORTING FORMS

FORM VED-4

NEVADA STATE BOARD FOR VOCATIONAL EDUCATION
VOCATIONAL-TECHNICAL AND ADULT EDUCATION DIVISION
STATE DEPARTMENT OF EDUCATION, CARSON CITY, NEVADA 89701

## FOLLOW-UP OF ENROLLEES IN PREPARATORY VOCATIONAL EDUCATION PROGRAMS

Read instructions on reverse before completing this report.

☐ SECONDARY PROGRAM

☐ POST-SECONDARY PROGRAM

Prepare a separate form for the Secondary and Post-Secondary Program

| STATE | SIGNATURE OF STATE DIRECTOR | DATE PREPARED | FISCAL YEAR END. June 30, 19 | DATE DUE December 1, Each Year |
|---|---|---|---|---|

| OE CODE | OCCUPATIONAL CLASSIFICATION | SEX | TOTAL NUMBER COMPLETED PROGRAM REQUIREMENTS | NUMBER STATUS UNKNOWN | NUMBER NOT PRESENTLY AVAILABLE FOR PLACEMENT | | | NO. EMPLD. AND/OR AVAILABLE (ADD COL.5 THRU 8 AND SUBTRACT FROM COL.4) | NUMBER IN LABOR FORCE | | | | | LEFT PRIOR NORMAL COMPLETION TIME WITH MARKETABLE SKILLS |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | ENTERED ARMED FORCES | CONTINUED FULL-TIME SCHOOL | OTHER REASONS NOT IN LABOR FORCE | | EMPLOYED FULL-TIME | | | EMPLOYED PART-TIME (EXCLUDE THOSE REPORTED IN COL.7) | NUMBER UNEMPLOYED (SEEKING WORK) | |
| | | | | | | | | | OCCUPATION TRAINED | RELATED OCCUPATION | OTHER | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 01 | AGRICULTURE | M | | | | | | | | | | | | |
| | | F | | | | | | | | | | | | |
| 04 | DISTRIBUTION | M | | | | | | | | | | | | |
| | | F | | | | | | | | | | | | |
| 07 | HEALTH | M | | | | | | | | | | | | |
| | | F | | | | | | | | | | | | |
| 09 | HOME ECONOMICS (WAGE EARNING ONLY) | M | | | | | | | | | | | | |
| | | F | | | | | | | | | | | | |
| 14 | OFFICE | M | | | | | | | | | | | | |
| | | F | | | | | | | | | | | | |
| 16 | TECHNICAL | M | | | | | | | | | | | | |
| | | F | | | | | | | | | | | | |
| 17 | TRADES AND INDUSTRY | M | | | | | | | | | | | | |
| | | F | | | | | | | | | | | | |
| | TOTAL: → | | | | | | | | | | | | | |

## DIRECTIONS FOR COMPLETION OF FOLLOW-UP FORM VED-4

This form is concerned with a follow-up of the regular full-time day school programs only. Report due December 1, each year.

Columns 10-14 - Report Occupational Status as of October 15 of the current calendar year.

Column 4 - Total Number Completed Program Requirements - Report the number of students who successfully completed the vocational instructional program requirements and graduated from high school or post-high school during fiscal year covered by this report. Also include students that completed vocational program requirements and left school at the end of the school year, without graduating. Include completions recognized by certificate award.

Column 5 - Number Status Unknown - Report number status unknown.

Column 6 - Entered Armed Forces - Indicate the number of students reported in Column 4 that entered the Armed Forces.

Column 7 - Continued Full-Time School - Indicate the number of students that continued full-time school, post-secondary, all types.

Column 8 - Other Reasons not in Labor Force - Indicate the number of students not in Labor Force due to death, illness or choice.

Column 9 - Number Employed and/or Available - Add Columns 5, 6, 7 and 8 and subtract from figures in Column 4.

Column 10 - Employed Full-Time - Occupation Trained - Report number entered occupation trained on a full-time basis. Full-time basis means working the number of hours per week considered a normal work week in the particular business or industry.

Column 11 - Employed Full-Time - Related Occupation - Report number that were employed full-time, in an occupation in which successful entry and performance are dependent on skills and/or competencies learned in the Vocational Education Instructional Program concerned.

Column 13 - Number in Labor Force - Employed Part-Time - Report number employed less than the normal work week for the business or industry in which they are employed. Include all partitime employment in occupation trained, related occupation, and any other occupation.

Column 14 - Number Unemployed (Seeking Work) - Report number not working but are seeking employment.

Column 15 - Left Prior to Normal Completion Time With Marketable Skills - Report the number of students who have left the instructional occupational program before completion (dropouts) and are employed full-time in job trained or a job related to the occupational Program. (These students are not to be reported in Columns 4-14.)

NOTE: Every student reported in Column 9 should be accounted for in Columns 10, 11, 12, 13 and 14.

## GENERAL INSTRUCTIONS

Upon termination of the approved program the original white copy of VED-2 is attached to the original white copy of VED-1 and sent to the State office. Submit one clear copy of each paid invoice for the purchases made.

VED-2 will not be used unless a school district is requesting assistance for items in addition to instructional salaries or is utilizing items other than salary as the local matching funds.

### Item 1. Major Equipment

List all equipment costing over $100. This equipment must be carried on inventory and clearly marked as having been purchased with Federal funds.

### Item 2. Minor Equipment and Supplies

List items having a unit cost of less than $100.

### Item 3. Travel

List all travel (in-district and out-of-district) in addition to approved in-district travel necessary for teachers or teacher-coordinators that is essential for the success of the vocational program being conducted.

Example - (Teacher-Coordinator) In-district Travel:

| Name | Travel To | Tax Exempt Fare (or Mileage) | Subsistence |
|---|---|---|---|
| John Jones | Distributive Ed. Coordination (Reno area) | 500 miles @ .08 per mile | None |
| | | TOTAL | $ 40.00 |

Note: When final report is made please submit warrant number and amount for travel claimed.

### Item 4. Other Allowable Expenses

List all other allowable items to be used for the vocational program being conducted.

Note: Paid invoices will be submitted when completing section 26 (Final Report) of VED-1. One clear copy of each paid invoice is needed.

VED-2 (REV) 3-67
Complete 5 copies and send all copies to State office for approval.

**Additional Instructions on Back .**

## NEVADA STATE BOARD FOR VOCATIONAL EDUCATION

Vocational-Technical and Adult Education Division
State Department of Education
Carson City, Nevada 89701

**STATE USE ONLY**

Contract or Project No. ____________

Date ____________

Original ☐ Revision ☐

**NAME OF EDUCATIONAL AGENCY** ____________________________

### 1. MAJOR EQUIPMENT

| Item | Quantity | Unit Cost | Total Cost |
|---|---|---|---|

**TOTAL $** __________

### 2. MINOR EQUIPMENT AND SUPPLIES

| Item | Quantity | Unit Cost | Total Cost |
|---|---|---|---|

**TOTAL $** __________

### 3. TRAVEL

| Name | Travel To | Tax Exempt Fare (or Mileage) | Subsistence |
|---|---|---|---|

**TOTAL $** __________

### 4. OTHER ALLOWABLE EXPENSES

| Item | Quantity | Cost |
|---|---|---|

**TOTAL $** __________

VED-1 (Rev.) 3-67

SUBMIT ALL COPIES TO STATE OFFICE

ADDITIONAL INSTRUCTIONS ON BACK

Nevada State Board for Vocational Education
Vocational-Technical and Adult Education Division
State Department of Education, Carson City, Nev. 89701

VOCATIONAL-TECHNICAL EDUCATION PROGRAM
REIMBURSEMENT APPLICATION AND FINAL REPORT

**STATE USE ONLY**

| | | |
|---|---|---|
| Contract or Project No.: | | Date |
| Amount Approved: | | |
| Advanced $ | 1st $ | Final $ |
| Date: | Date: | Date: |

1. Name of Educational Agency:

2. City:

3. County:

4. Program Location:

5. Type of Program: ("X" appropriate box) Agriculture ☐ Distribution ☐ Voc. Guidance ☐ Office Occup. ☐ Technical ☐ Health Occup. ☐ Trade and Industry ☐ Home Ec. (family) ☐ Home Ec. (wages) ☐

6. Kind of Instruction: Preparatory ☐ Adult ☐ Supplementary ☐ Cooperative ☐ Apprentice ☐

7. Level of Program: (3.1) Secondary ☐ (3.2) Post Secondary ☐ (3.3) Adult ☐ (3.4) Special Needs ☐ (3.6) Ancillary Services ☐

8. Type of School: Vocational Department of Secondary School ☐ Vocational or Technical H. S. ☐ Technical Institute, Community or Jr. College ☐ University or College ☐ State Board for Vocational Education ☐ Area Vocational – Technical School ☐

9. Date Program Starts: Date Program Ends:

10. Number of weeks devoted to Summer Program: From:

| 11. TIME | | CLASS TITLE | Enroll. | | Grade Level | DOT SIC | DAYS | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| From | To | | M | F | | | M | T | W | T | F | S |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |

NOTE: Attach Teacher Schedule if above space is not adequate.

12. No. of students in "11" also enrolled in supporting vocational program. (See Instr.)

| PROGRAM NAME | NO. ENROLLED |
|---|---|
| | |
| | |

13. Amount of tuition or fees charged for reimbursable items: $

14. Is the (teacher, counselor, supervisor) certificated in Nevada? Yes ☐ No ☐

15. Teacher/Supervisor Information:

16. Hrs. Instr. Scheduled:

17. Name: Title:

Total Salary $ Voc. Salary $ Total Travel $

| | Secondary | P. Secondary | Adult | Spec. Needs | Supervision |
|---|---|---|---|---|---|
| Full Time (X) | | | | | |
| Part Time (%) | | | | | |

Part Time Teacher From: Business or Industry ☐ Secondary ☐ Post.Secondary ☐

18. Preliminary Report – Estimated Budget Attributable to Program:

| (1) Salary | (2) Equip. | (3) Supplies | (4) Travel | (5) Other Allow. | TOTAL |
|---|---|---|---|---|---|
| | | | | | |

19. Reimbursement Requested ☐ Partial Advance Funds Requested ☐

20. The above program will be conducted in accordance with all the requirements in the Nevada State Plan for Vocational Education and the policies and procedures manual.

21. SIGNED: Local Agency Authorized Official: Title Date

22. State Board Official – Approved Subject to Program Inspection

**STATE USE ONLY:** Reimbursement Approved (Supv. Initials)

| 23. (1) | (2) | (3) | (4) | (5) | Total |
|---|---|---|---|---|---|
| | | | | | |

24. FINAL REPORT: (Complete at end of Program)

TOTAL ENROLLMENT BY GRADE:

| | BELOW 9 | 9 | 10 | 11 | 12 | 13 | 14 | ADULT PREP. | ADULT SUPPL. | SPEC. NEEDS | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|
| M | | | | | | | | | | | |
| F | | | | | | | | | | | |

TOTAL COMPLETIONS BY GRADE:

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| M | | | | | | | | | | | |
| F | | | | | | | | | | | |

25. Teachers paid on hourly rate: Hrs. Instr. Rate per hr. $ Amt. Pd. $

26. Statement of Expenditures: Partial Claim ☐ Final Claim ☐

| (1) Item | (2) Invoice No. | (3) Check No. | (4) Amt. of Check |
|---|---|---|---|
| | | | |

27. I certify this program has been conducted in accordance with the provisions of the Nevada state plan for Vocational Education. Items claimed as expenditures were approved and attributable to the program. One copy of each paid invoice is attached.

SIGNED: Local Agency Authorized Officer Title Date

| 28. TENTATIVE REIMB. | (For State Use Only) | FINAL REIMB. |
|---|---|---|
| Federal VEA '63 | $ | $ |
| Federal GB-SH | | |
| State Appropriated | | |
| State (Other) | | |
| Local | | |
| Total | | |

Approved: Date: Approved: Date:

# INSTRUCTIONS

## General

This form is used as an application for vocational education program approval and a basis for reimbursement of Federal and State funds. It supersedes previous editions of VED-1, Tech. Ed. 1, and VEA'63 project forms. It will serve as a final report on an approved program. One set of forms needs to be completed for each person employed in an approved program, course, or course in a sequence of courses. Whenever reimbursement approval concerns instructional or supervisory salary only, the form is complete within itself and requires no attachment. See Item 18 concerning application for reimbursement on equipment, supplies, travel and other allowable items.

## Form Distribution (VED-1 and VED-2)

This form is prepared on "no carbon required" paper in sets of 5 (2 white, 1 blue, 1 pink, and 1 yellow).

Complete the application and return all 5 copies to State office. When the program is approved, the original and duplicate white copies and the blue copy will be returned to the applying educational agency. The pink copy is retained in the Vocational-Technical Division for use of the program supervisor. The yellow copy is forwarded to the Department of Education accounting office. Upon termination of the approved program, the Final Report section will be completed on the original white copy and returned to the State office. This serves as a claim for reimbursement.

If successful operation of an approved program necessitates a partial reimbursement, complete Items 25 and 26 as applicable in the Final Report section on the duplicate white copy covering the period for the partial reimbursement, and return the duplicate white copy as a request for reimbursement. On completion of the program, the original white copy will be filled in for the remaining portion of the program and returned to the State office.

If a partial advance payment is required, check in Item 19 and indicate in Item 26 the purpose and amount of advance funds requested on the duplicate white copy. The entire Final Report section on the original white copy must be returned at the termination of the program.

## Specific Instructions by Item

Item

1, 2, and 3. Complete as requested.

4. Program Location refers to the name of school or facility, not street address.

5. Check (x) in the block following primary field of instruction. Home Economics (Family) refers to programs conducted in home economics for useful employment in the home. Home Economics (Wages) refers to training programs for gainful employment involving a wage-earning occupation.

6. Preparatory means a program for students preparing to enter an occupation.
   Adult Supplementary means programs for out-of-school youth or adults, normally of short duration, designed to be supplementary to their daily employment.
   Cooperative means a program whereby, through a cooperative arrangement between the school and an employer, the student receives instruction in the school, and on-the-job through part-time employment.
   Apprentice means a program for a worker who is learning a recognized apprenticeable occupation in accordance with a written apprentice training agreement.

7. Secondary means a program for 9 through 12th grade students.
   Post Secondary means a program for those over 16 years of age who are secondary school graduates or who have otherwise left the full-time high school program and are available for full-time study.
   Adult means a program for those who have already entered the labor market and who need training or retraining to achieve stability or advancement in employment.
   Special Needs means a program for those who have academic, socio-economic, or other handicaps that prevent them from succeeding in a regular vocational program.
   Ancillary Services means programs of supervision, research, or guidance designed to improve vocational-technical education.

8. Type of School. Check the type of school which will operate the program.

9. Indicate schedule date program will start and the planned date the program will be completed.

10. Indicate in weeks the summer tenure of the teacher or supervisor on this application when his work schedule is not included on an annual 12 months contract. Also give dates of extra summer employment.

11. Class and Time. List the complete schedule of the teacher. Do not include passing time as part of the class time.
    Indicate Enrollment by the number of male and female students.
    Under Grade Level, indicate the grade in which the students are enrolled. Adult classes should be indicated with the letter "A". Classes designed for persons with special needs, indicate with the letter "S".
    DOT means the number of the occupation in the Dictionary of Occupational Titles.
    SIC means the number of the occupation in the Standard Industrial Classification.
    Note: DOT and SIC codes are included in the Policies and Procedures Manual.

12. Indicate number of students shown in Item 11 who are also enrolled in a supporting vocational education program.
    For example, list the number of students enrolled in an auto mechanics course who are also enrolled in an office occupations course or a distributive education course to supplement his auto mechanics objective.

13. If tuition or fees are collected from students in the vocational program to cover partial costs of those items where reimbursement is requested, indicate the total amount to be collected. Write "none" if fees are collected to cover overhead, administrative, or other costs for which reimbursement is not requested.

14. Indicate whether the person whose name appears on this application has a current Nevada vocational certificate.

16. For part-time and adult teachers to be paid on an hourly rate, indicate the number of hours in the program.

17. Give name of instructor or supervisor, and title. Indicate the total contract salary. If teacher is teaching part-time vocational classes and part-time nonvocational classes, indicate after Vocational Salary the salary prorated for the vocational time. Give the rate per hour for teachers paid on a clock hour basis.

18. Include only those items attributable to vocational-technical program, e.g., vocational salary of teacher or supervisor, instructional equipment and supplies budgeted for program, estimated cost of travel if required in program. Back-up data to this application itemizing equipment, supplies, travel, must be included on VED-2 and be attached to this application. Programs involving only salary will not require VED-2. When a program involves two or more teachers do not duplicate equipment, etc. on each application, but do make reference to application on which items are included.

19. If a partial advance of funds is required, indicate with an "x".

24. Final Report -- Complete at end of program. Record the enrollment by grade level and by sex. In space shown for total completions, indicate the number who satisfactorily completed the course.
    In multiple teacher programs, do not duplicate enrollments but make sure enrollment is included on Final Report of one teacher, and make a note or reference on the other Final Reports.

25. Record total hours of instruction, the hourly rate paid and total amount paid for those persons not paid on an annual contract.

26. Include only those items approved on budget. Record the invoice number, check number, and amount of check. Items other than salaries must be complete in all columns and one clear and legible copy of each paid invoice attached to this document.

APPLICATIONS MUST BE SUBMITTED AND APPROVED PRIOR TO COMMENCING PROGRAM.

# PROCEDURES FOR COMPLETING AND FILING VOCATIONAL AND TECHNICAL EDUCATION FORMS

Instructions for filing VED-1 and VED-2 forms are contained on the reverse side of the back sheet of each of these forms.

Applications for Vocational-Technical Education programs must be filed and approved prior to the county school district or public educational agency beginning the program or class. Applications for full-time programs are due in the State office prior to July 1. Applications for adult supplementary classes, part-time or summer school programs, are due in sufficient time prior to the expected time the class starts in order to have the program or class reviewed and approved.

Care must be exercised in completing the application forms, making sure that all entries are complete in order that the application may be evaluated. When the application has been received and approved, the county school district or public educational agency is then given the assurance that funds have been obligated according to the purposes proposed in the application.

If the county school district or public educational agency should have any difficulty in completing the application form, assistance may be obtained upon request from the State office.

# SECTION XIII

# CERTIFICATION REQUIREMENTS

VOCATIONAL

TECHNICAL

ADULT

## SECTION 1. GENE[illegible]

A. Certification Agency:
   1. The Nevada State Board of Education is, [illegible] the sole agency authorized to issue certificates to teachers in Nevada public schools.
   2. Certification offices:
      a. State Department of Education, Heroes Memorial Building, Carson City, Nevada 89701
      b. State Department of Education, State Office Building, 215 E. Bonanza, P. O. Box 390, Las Vegas, Nevada 89101

B. Responsibility for Certification:
   1. Responsibility for securing and holding a proper certificate rests entirely on the teacher.

C. Statutory Requirements for the Certification of Adult Education Teachers and Related or Specialized, Part-Time, Vocational-TechnicalEducation Teachers:
   1. United States citizenship required or proof of having filed Declaration of Intent to become a citizen.
   2. Certificated in the field of assignment at the time services are rendered.
   3. Application will be submitted to the appropriate state supervisory personnel for evaluation and approval fr certification.
   4. See detailed specifications for each certifiable category.

D. Statutory Requirements for the Certification of Vocational-Technical Education (Day School) Teachers:
   1. United States citizenship required or proof of having filed Declaration of Intent to become a citizen.
   2. Conditions for payment of salary from public school moneys:
      a. A teacher shall be legally employed by the public school district in which he is teaching, i.e., hold a legal contract.
      b. A teacher shall hold the proper certificate at the time services are rendered.
      c. A teacher shall subscribe to the constitutional oath of office.
      d. A teacher shall have made reports required by the State Board of Education.
   3. Nevada School Law, Nevada Constitution and United States Constitution.
      a. Teachers are required to show knowledge of Nevada School Law, Nevada Constitution and United States Constitution.
      b. Teachers who do not meet these requirements may be issued a certificate which allows one year from date of certificate to accomplish removal by:
         (1) Formal course work from an accredited college or university*; or,
         (2) Examinations conducted twice annually (first Saturday in November and May) by the State Department of Education.
            *credits earned cannot be used for certificate renewal or removal of other provisions.
      c. Failure to complete these requirements within the stated period invalidates the certificate held and precludes continued employment as a teacher.

E. Initial or New Certificate Requirements:
   1. Application shall be made on forms provided by the Department of Education (forms are available at certification offices or county superintendents' offices).
   *2. Health certificate, completed within the last twelve months, including report of chest X-ray.
   *3. Official transcript - record of preparation and training for teaching in the public schools.
      a. Official transcripts shall bear the seal of the institution and the signature of the registrar or authorized official.
      b. Transcripts become part of the applicant's file and will not be returned.
      c. Preparation for teaching shall have been accomplished in a college or university accredited by a regional or national association for teacher education (Note: Nevada does not automatically grant certification to graduates of an NCATE approved institutional program).
      d. Transcripts are evaluated on the basis of semester hours (quarter hours are converted on a 3:2 ratio) and eligibility determined for certification.
   4. Fees for certificate shall accompany application and shall be by certified check, cashier's check or money order made payable to certification office. (Note: personal checks are not acceptable and will be returned).
   5. Fee schedule: Original and renewal of Vocational-Technical Education Part-Time Special Certificates, Vocational-Technical Adult Education Certificates, and Counselor Certificates are $1.00. All other certificates and renewals are $3.00.
   *6. Recent training consisting of not less than six semester hours of acceptable credit earned within five years preceding application is required for an initial or a new certificate.
      *Do not apply to sections XI and XII.

F. Renewal of Certificates:
   1. Renewal of a certificate is the responsibility of the teacher and must be accomplished prior to expiration date of certificate held. Expired certificates cannot be renewed. Application after expiration date shall be [illegible] certifi[illegible] conditioned to requirements in force when made.
   2. Application shall be made on forms provided by the Department of Educati[illegible]so available through county superintendents' offices).
   3. Applications shall have the recommendation of the local and state vocational supervisor.
   *4. Transcript of credits earned to meet renewal requirements during the term of the certificate for which renewal is requested, if not sent previously.
   *5. Health certificate including report of chest x-ray.
   6. Fee shall accompany application (Section E, 4 and 5).
      *Do not apply to sections XI and XII.

G. *Fingerprint Record:
   1. Upon entering on duty with a public school district all certificated personnel shall submit fingerprint record for processing by the F.B.I. If fingerprint record does not agree with Question 13f response in the application for a certificate a satisfactory explanation will be required. Record of arrest and conviction of an offense other than a minor traffic violation may form the basis for certificate revocation, particularly if moral unfitness for teaching is indicated.
      *Does not apply to sections XI and XII.

H. *Provisional Certificates:
   1. In emergency situations where school districts are unable to secure teachers who qualify for regular certificates a provisional certificate may be granted, provided:
      a. Provisional certificate is requested by county superintendent.
      b. Approved by Department of Education.
      c. Deficiency does not exceed six semester hours credit in course work requirements, including recent training, or satisfactory teaching experience.
   2. Provisions shall be removed within one year from date of certificate.
   3. Credits earned for provision removal shall not be accepted for certificate renewal.
      *Does not apply to sections XI and XII.

## SECTION II. VOCATIONAL-TECHNICAL ADMINISTRATOR CERTIFICATE

A. Authorization:
   1. The Vocational-Technical Administrator Certificate is valid for directing, supervising, or coordinating an area vocational-technical school or a school districtwide vocational and/or technical education program.
      a. The certificates are of two types; namely, standard and professional and two plans under each type are provided.

B. Standard Vocational-Technical Administrator Certificate:
   1. Requirements (Plan 1):
      a. Education and professional preparation:
         (1) A bachelor's degree from an accredited institution that prepares for teaching in one of the service fields approved under the State Plan for Vocational Education; namely, vocational agriculture, office occupations, home economics, distributive occupations, technical, health occupations, trade and industrial, and vocational guidance.
            (a) A minimum of six semester hour credits in methods, principles, and philosophy of vocational education must be included in this professional education requirement.
      b. Technical Training:
         (1) Two years experience in one or more of the following capacities: vocational teacher, coordinator, supervisor, or administrator including one year of administrative or supervisory experience at the State or school district level.
            (a) Six semester hours of credit in courses designed to provide an understanding of the administration of vocational, technical and adult education may replace one year of school administrator or supervisory experience.
      c. Occupational experience:
         (1) Two years of paid successful work experience in fields other than education.
      d. Term of Certificate: Three years, renewable.
      e. Renewal Requirements: Six semester hours of credit toward the fulfillment of the professional vocational and technical education administrator certificate earned during the life of the certificate or during the last renewal period.
   2. Requirements (Plan 2):
      a. Education and professional requirements:
         (1) A bachelor's degree from an accredited institution that prepares for teaching or counseling.
         (2) Three years of successful school administrative or supervisory experience in a school offering two or more programs of vocational education recognized by the State Board for Vocational Education and where the applicant had direct administrative or supervisory experience over such

vocational programs, or, three years experience directing or supervising business or industry sponsored training schools.

b. Technical training:

(1) Six semester hours credit in courses designed to provide an understanding of the philosophy, principles, and administration of vocational education.

c. Occupational experience:

(1) Two years of paid successful work experience in fields other than education.

d. Term of Certificate: Three years, renewable.

e. Renewal requirements: Six semester hours of credit toward the fulfillment of the professional vocational and technical education administrator certificate earned during the life of the certificate or during the last renewal period.

C. Professional Vocational-Technical Administrator Certificate:

1. Requirements (Plan 1):

a. Education and professional preparation:

(1) A bachelor's degree from an accredited institution that prepares for teaching in one of the service fields approved under the State Plan for Vocational Education; namely, vocational agriculture, office occupations, home economics, distributive occupations, technical, health occupations, trade and industrial, and vocational guidance.

(2) A master's degree in vocational education or thirty-six semester hours of graduate credit in one of the service fields listed in (1) above or vocational education administration or education administration including a minimum of twelve semester hours credit in courses designed to teach the methods, principles, philosophy, or administration of vocational-technical education.

b. Technical training:

(1) Two years experience in one or more of the following capacities: Vocational teacher, coordinator, supervisor, or administrator including one year of administrative or supervisory experience at the State or school district level.

c. Occupational experience:

(1) Two years of paid successful work experience in fields other than education.

d. Term of Certificate; Six years, renewable.

e. Renewal requirements: Three semester hours credit earned during the life of the certificate or during the last renewal period.

2. Requirements (Plan 2):

a. Education and professional preparation:

(1) A bachelor's degree from an accredited institution that prepares for teaching or counseling.

(2) Three years of successful school administrative or supervisory experience in a school offering two or more programs of vocational education recognized by the State Board for Vocational Education and where the applicant had direct administrative or supervisory experience over such vocational programs, or three years experience directing or supervising business or industry sponsored training schools.

b. Technical training:

(1) Twelve semester hours credit in courses designed to provide an understanding of the philosophy, principles, and administration of vocational education.

c. Occupational experience:

(1) Two years of paid successful work experience in fields other than education.

d. Term of Certificate: Five years, renewable.

e. Renewal requirements: Six semester hours of credit pertinent to vocational and technical education earned during the life of the certificate or during the last renewal period.

## SECTION III. VOCATIONAL AGRICULTURE CERTIFICATES

A. Authorization:

1. The Vocational Agriculture Certificate is valid for teaching the following programs or classes:

a. Regular high school vocational agriculture programs.

b. Related agriculture occupations.

c. Young farmer and adult farmer programs or classes.

B. Standard Vocational Agriculture Certificate:

1. Requirements:

a. Education and professional preparation:

(1) A bachelor's degree with a major in agricultural education from an accredited college or university.

(2) Eighteen semester credits in education courses including courses designed to teach the methods of teaching vocational agriculture, methods in teaching farm mechanics and problems in agricultural education.

(3) Six semester credits in supervised or directed teaching of vocational agriculture in high school.

b. Technical training:

(1) Sixty semester credits in technical agriculture courses including a minimum of:

(a) Ten semester credits in animal production courses.

(b) Ten semester credits in plant production courses including soil and water management.

(c) Ten semester hours of farm mechanics courses.

(d) Five semester hours of agricultural economics and/or farm management courses.

c. Occupational experience:

(1) Farm reared until age 16, or

(a) Two years of farm experience or experience in related agricultural occupations gained after reaching age 14.

d. Term of Certificate: Five years, renewable.

e. Renewal requirements: Six semester credits earned during the term of the certificate or during the last renewal period.

2. Exception:

a. Teachers who have graduated from approved vocational agriculture teacher training institutions with at least one year of successful experience in teaching vocational agriculture in another state may be certified to teach vocational agriculture in Nevada when approved by the State Supervisor of Agriculture Education.

C. Professional Vocational Agriculture Certificate:

1. Requirements:

a. Meet requirements of standard vocational agriculture certificate and hold a master's degree or have completed thirty-six semester credits of graduate work.

b. Term of Certificate: Six years, renewable.

c. Renewal requirements: Three semester credits earned during the term of the certificate or during the last renewal period.

## SECTION IV. VOCATIONAL HOME ECONOMICS CERTIFICATES

A. Authorization:

1. The Vocational Home Economics Certificate is valid for teaching:

a. Homemaking education in the junior and senior high schools in grades nine through twelve.

b. Courses to train for occupations utilizing home economics knowledge and skills.

c. Adult homemaking classes or classes to train for occupations utilizing home economics knowledge and skills.

B. Standard Vocational Home Economics Certificate:

1. Requirements (Plan 1):

a. A bachelor's degree with a major in home economics from a college or university approved for the training of teachers in vocational home economics by the State Board of Education in that state.

2. Requirements (Plan 2):

a. A bachelor's degree from an accredited college or university with--

(1) Forty-five semester hours credit in home economics which includes work in each of the following areas:

(a) Foods and nutrition

(b) Home management and family economics

(c) Housing

(d) Human development and the family

(e) Textiles and clothing

(2) Eighteen semester hours of secondary education including methods of teaching home economics and four semester hours of supervised teaching in home economics at the secondary level. Two years of verified successful experience in teaching home economics may be accepted in lieu of student teaching.

3. Term of Certificate: Five years, renewable.

4. Renewal requirements: Six semester hours of credit earned during the life of the certificate or during the last renewal period.

5. When the degree has been granted ten or more years prior to application for a certificate, and the applicant has not had any professional experience in home economics during the past ten years, she shall be required to complete course work in home economics and home economics education according to a plan approved by the State Supervisor of Home Economics following a consultation with the applicant.

C. Certificates for teachers of programs to train for gainful employment in utilizing the knowledge and skills of home economics:

1. Requirements:
    a. Meet requirements for vocational home economics teachers, and--
        (1) Shall have had occupational experience as an employed or volunteer worker in the area for which training is offered.
        (2) Shall have had in-service education on methods of training for employment, including employer-employee relationships and working relations with employment service.
2. Term of Certificate: Five years, renewable.
3. Renewal requirements: Six semester hours of credit earned during the life of the certificate or during the last renewal period.

D. Professional Vocational Home Economics Certificate:
1. Requirements:
    a. Meet requirements of standard vocational home economics certificate and hold a master's degree or have completed thirty-six semester credits of graduate work.
2. Term of Certificate: Six years, renewable.
3. Renewal requirements: Three semester credits earned during the term of the certificate or during the last renewal period.

## SECTION V. VOCATIONAL TRADE AND INDUSTRIAL CERTIFICATES

A. Authorization:
1. The Vocational Trade and Industrial Education certificate is valid for teaching and/or coordinating specific day school preparatory, part time or supplementary programs in the trade and industrial occupations.

B. Standard Vocational Trade and Industrial Certificate:
1. Requirements (Plan 1):
    a. Education and Professional Preparation:
        (1) Graduation from high school or completion of courses in a trade or technical school that is equivalent to high school graduation.
    b. Occupational experience:
        (1) Three years of journeyman or skilled worker experience beyond the apprenticeship or learner level in the trade or industrial occupation to be taught.
            (a) Exception: Applicants with a bachelor's degree who majored in industrial or technical education may substitute one year of education for one of the required years of occupational experience.
2. Requirements (Plan 2):
    a. Educational and Professional Preparation:
        (1) Bachelor's degree or 128 semester credits from an accredited college or university approved for training industrial or technical education teachers.
    b. Occupational experience:
        (1) Two years of journeyman or skilled worker experience beyond the apprenticeship or learner level in the trade or industrial occupation to be taught.
3. Term of Certificate: Five years, renewable.
4. Renewal requirements: Six semester credits earned during the term of the certificate or during the last renewal period.

C. Standard Trade and Industrial Related Subjects Certificate:
1. Requirements:
    a. Educational and Professional Preparation:
        (1) Twenty-four semester credits in teacher education, industrial or technical education subjects earned in an accredited post high school institution.
    b. *Technical Experience and Training:*
        (1) Qualified to teach supplemental information such as blueprint reading, mathematics, drafting, and science which are related to the practical work and increase the trade or occupational knowledge of the student. Be adequately familiar with the trade or industrial occupation in order to relate the supplemental instruction to the practical aspects of the occupation.
2. Term of Certificate: Five years, renewable.
3. Renewal requirements: Six semester credits earned during the term of the certificate or during the last renewal period.

D. Standard Industrial Cooperative Certificate:
1. Requirements:
    a. Same as for Trade and industrial Related Subjects Certificate.
2. Term of Certificate: Five years, renewable.
3. Renewal requirements: Six semester credits earned during the term of the certificate or during the last renewal period.

E. Professional Trade and Industrial Certificate:
Professional Trade and Industrial Related Subjects Certificate:
Professional Industrial Cooperative Certificate:
1. Requirements:
    a. Meet the requirements of the appropriate standard trade and industrial certificate.
    b. Hold a master's degree or have completed thirty-six semester credits of graduate work.
2. Term of Certificate: Six years, renewable.
3. Renewal requirements: Three semester credits earned during the term of the certificate or during the last renewal period.

## SECTION VI. VOCATIONAL BUSINESS AND OFFICE OCCUPATIONS CERTIFICATES

A. Authorization:
1. The Vocational Business and Office Occupations Certificate is valid to teach and/or coordinate day school preparatory or cooperative office occupations programs.

B. Standard Vocational Business and Office Occupations Certificate:
1. Requirements:
    a. Education and Professional Preparation:
        (1) A bachelor's degree based on a four year curriculum from an accredited college or university and include:
            (a) A minimum of or equivalent of eighteen semester credits in technical business courses.
            (b) Six semester credits in professional business or vocational education courses.
    b. Occupational experience:
        (1) Minimum of one year of continuous full time paid employment in a business office, preferably at the supervisory level, or three thousand hours if such employment was part time or occupational experience acquired through an organized plan of directed work experience conducted as part of the teacher education program.
    c. Special provision:
        (1) In lieu of the provisions in a, (1), (b) concerning six semester credits in professional or vocational education courses and in b, (1) the following will apply: Occupational competence in the subject matter field commensurate with the grade or difficulty level to be taught. The determination of occupational competence in the subject matter field shall be based upon a minimum of two years successful work experience in addition to the normal learning period for the occupation to be taught. Any departure from this provision shall require other or additional evidence of subject matter competence.
2. Term of Certificate: Five years, renewable.
3. Renewal requirements: Six semester hours credit earned during the life of the certificate or during the last renewal period.

C. Professional Vocational Business and Office Occupations Certificate:
1. Requirements:
    a. Meet requirements of Standard Vocational Business and Office Occupations Certificate and hold a master's degree or have earned thirty-six semester credits of graduate work.
2. Term of Certificate: Six years, renewable.
3. Renewal requirements: Three semester credits earned during the term of the certificate or during the last renewal period.

## SECTION VII. TECHNICAL EDUCATION CERTIFICATES

A. Authorization:
1. Vocational teaching certificates for persons teaching in the highly technical occupations are valid for the instructional area specified. Holders of certificates listed in this section may instruct in preparatory day school, preparatory part time and adult evening school and supplementary adult programs.

B. Standard Technical Education Shop or Laboratory Subjects Certificate:
1. Requirements:
    a. Education and Professional Preparation:
        (1) Completion of an engineering or technician curriculum in the subject area of certification taken at a recognized university or college, technical school, military or industrial training facility and given on a post high school level.
        (2) Six semester credits or the equivalent in courses designed to teach the methods, principles and philosophy of vocational-technical education; or two years of successful vocational-technical teaching experience and three

semester credits. If the applicant does not meet the requirements of this paragraph he may be granted one year to remove the deficiency upon the recommendation of the State Supervisor of Technical Education.

b. Occupational experience:

(1) Two years of paid experience in the technical occupation or closely related technical occupation for which the certificate is authorized.

2. Term of Certificate: Five years, renewable.

3. Renewal requirements: Six semester credits earned during the term of the certificate, or during the last renewal period, toward fulfillment of the requirements for the Professional Technical Education Certificate.

C. Professional Technical Education Shop or Laboratory Subjects Certificate:

1. Requirements:

a. Meet the requirements of the Standard Technical Education Shop or Laboratory Subjects Certificate and hold a master's degree or have completed thirty-six semester credits of graduate work.

2. Term of Certificate: Six years, renewable.

3. Renewal requirements: Three semester credits earned during the term of the certificate or during the last renewal period.

D. Standard Technical Education Related Subjects Certificate:

1. Requirements:

a. Education and Professional Preparation:

(1) Completion of an engineering or technician curriculum in the subject area of certification taken at a recognized university, college, technical school, military or industrial training facility given on a post high school level and completion of twelve semester credits of advanced post high school mathematics and science. The applicant must present evidence of adequate familiarity with the technical occupation to assure the State Supervisor of Technical Education that he can relate the technical subject matter to the occupational objective.

(2) Six semester credits or the equivalent in courses designed to teach the methods, principles, and philosophy of vocational-technical education; or two years of successful vocational-technical teaching experience and three semester credits. If the applicant does not meet the requirements of this paragraph he may be granted one year to remove the deficiency upon the recommendation of the State Supervisor of Technical Education.

2. Term of Certificate: Five years, renewable.

3. Renewal requirements: Six semester credits earned during the term of the certificate, or during the last renewal period, toward fulfillment of the requirements for the Professional Technical Education Certificate.

E. Professional Technical Education Related Subjects Certificate:

1. Requirements:

a. Meet the requirements of the Standard Technical Education Related Subjects Certificate and hold a master's degree or have completed thirty-six semester credits of graduate work.

2. Term of Certificate: Six years, renewable.

3. Renewal requirements: Three semester credits earned during the term of the certificate or during the last renewal period.

## SECTION VIII. VOCATIONAL DISTRIBUTIVE EDUCATION CERTIFICATES

A. Authorization:

1. The Vocational Distributive Education Certificate is valid for teaching and/or coordinating day school preparatory and cooperative distributive occupations programs.

B. Standard Vocational Distributive Education Certificate:

1. Requirements:

a. Education and Professional Preparation:

(1) A bachelor's degree from a four-year accredited college or university including six semester credits in professional distributive education courses and eighteen semester credits in technical distributive education courses in such technical areas as business administration, management, marketing and/or distribution, and merchandizing.

b. Occupational experience:

(1) A minimum of one year full time paid employment in a distributive occupation, or three thousand hours if experience was part time.

2. Term of Certificate: Five years, renewable.

3. Renewal requirements: Six semester hours of credit earned during the term of the certificate or during the last renewal period.

C. Professional Vocational Distributive Education Certificate:

1. Requirements:

a. Meet requirements of Standard Vocational Distributive Education Certificate and hold a master's degree or have earned thirty-six semester credits of graduate work.

2. Term of Certificate: Six years, renewable.

3. Renewal requirements: Three semester credits earned during the term of the certificate or during the last renewal period.

## SECTION IX. VOCATIONAL HEALTH OCCUPATIONS CERTIFICATES

A. Authorization:

1. The vocational health occupations certificate is valid to teach and/or coordinate specific day school preparatory or supplementary programs of health occupations.

B. Standard Practical Nurse Education and Training Certificate:

1. Requirements:

a. Education and Professional Preparation:

(1) Graduation from an accredited school of nursing requiring three or more years of instruction.

(2) Currently registered to practice nursing in Nevada.

b. Occupational experience:

(1) Three years of full time employment as a registered nurse which shall have included some teaching or supervisory experience.

2. Term of Certificate: Five years, renewable.

3. Renewal requirements: Six semester hours credit earned during the term of the certificate or during the last renewal period.

C. Standard Certificate - Other Health Occupations:

1. Requirements:

a. Education and Professional Preparation:

(1) Graduation or completion of an approved training program in the health occupation which the applicant will teach.

(2) Hold a valid certificate issued by a certification, registry or licensing board recognized in the health occupation the applicant will teach.

b. Occupational experience:

(1) Three years full time paid experience in the specific health occupation. If occupational experience was part time, the equivalent of three years, as approved by the State Supervisor of Health Occupations, may meet this requirement.

2. Term of Certificate: Five years, renewable.

3. Renewal requirements: Six semester hours credit earned during the term of the certificate or during the last renewal period.

D. Professional Vocational Health Occupations Certificate:

1. Requirements:

a. Meet the requirement for the proper Standard Health Occupations Certificate and hold a master's degree or have earned thirty-six semester credits of graduate work.

2. Term of Certificate: Six years, renewable.

3. Renewal requirements: Three semester credits earned during the term of the certificate or during the last renewal period.

## SECTION X. VOCATIONAL GUIDANCE COUNSELOR CERTIFICATES

A. Authorization:

1. The Vocational Guidance Counselor Certificate is valid for persons whose assignments are concerned with vocational and technical education programs that train for employment and come under the provisions of the Nevada State Plan for Vocational Education. The certificate is valid for day school and/or adult evening school assignments.

B. Standard Vocational Guidance Counselor Certificate:

1. Requirements:

a. Education and Professional Preparation:

(1) Applicant must hold a valid Nevada certificate for teaching at the level he is to serve as a vocational guidance counselor.

(2) Twelve semester credits in counselor preparation, including six semester credits at the graduate level, distributed in each of the following areas:

(a) Occupational and education information.

(b) Principles and practices of the guidance program.

(c) Organization and administration of guidance services.

(d) Techniques in counseling.

(e) Analysis of the individual.

(f) Course designed to instruct in the principles of vocational education.

b. Occupational experience:

(1) One year of successful teaching experience and one year of cumulative wage earning experience other than teaching or counseling.

2. Term of Certificate: **Three years, renewable.**

3. Renewal requirements: Six semester hours earned during the term of the certificate, or during the last renewal period, toward the fulfillment of the requirements for the Professional Vocational Guidance Counselor Certificate.

C. Professional Vocational Guidance Counselor Certificate:

1. Requirements:

a. Education and Professional Preparation:

(1) Applicant must hold a valid Nevada certificate for teaching at the level he is to serve as a vocational guidance counselor.

(2) Two years of successful vocational teaching experience; or vocational guidance counseling, industry or governmental experience in counseling and manpower selection, or a combination of two years experience in these employment areas.

(3) Twenty-four semester credits in vocational counselor preparation to include:

(a) Course work in areas (a) through (f) as listed under the education and professional preparation requirements for a standard vocational guidance counselor certificate.

(b) Credit in areas of:

Supervised practice in counseling

Group procedures

b. Occupational experience:

(1) One year of successful teaching experience.

(2) One year of cumulative paid employment other than teaching or counseling.

2. Term of Certificate: Five years, renewable. Six year term if holder has a master's degree or thirty-six semester credits of graduate work.

3. Renewal requirements: Five year term; six semester credits earned during the term of the certificate or during the last renewal period. Six year term; three semester credits earned during the term of the certificate or during the last renewal period.

## SECTION XI. VOCATIONAL-TECHNICAL EDUCATION PART-TIME SPECIAL CERTIFICATES

A. Authorization:

1. A part-time Special Vocational-Technical Certificate may be granted for the holder to teach short units or special aspects of an approved vocational or technical education program. The certificate limits a person for teaching under the direction of a regular vocational or technical education teacher or administrator and to the related subject or vocational field specified thereon. This type of certificate is valid for part-time teaching in high school preparatory, post high school preparatory or adult supplementary programs or classes.

B. Vocational Agriculture Related Occupations Certificate:

1. Requirements:

a. Meet at least one of the following:

(1) Two years of paid successful employment and demonstrated outstanding proficiency in the occupation to be taught and receive approval of the local vocational administrator or teacher and the State Supervisor of Agricultural Education.

(2) Hold a recognized license to practice the agricultural related occupation to be taught and be approved by the local vocational administrator or vocational agriculture teacher and the State Supervisor of Agricultural Education.

(3) A baccalaureate degree, with a major in the area to be taught, or completion of a post-high school curriculum with twenty semester hours or the equivalent in the occupational area to be taught, and be approved by the local vocational administrator or vocational agriculture teacher and the State Supervisor of Agricultural Education.

b. Persons receiving this certificate must complete twenty class hours of instruction in methods, principles and philosophy of vocational education within one year of the certificate date, if not previously completed.

2. Term of Certificate: Two years, renewable.

3. Renewal requirements: Recommendation of local school administrator and State Supervisor, Agricultural Education.

C. Vocational Distributive Education Certificate:

1. Requirements:

a. The person must be a recognized authority on the subject or topic under consideration and be recommended by a certified distributive education teacher-coordinator, or local vocational administrator and State Supervisor of Distributive Education.

2. Term of Certificate: Two years, renewable.

3. Renewal requirements: Recommendation of local school administrator responsible for vocational education and the State Supervisor, Distributive Education.

D. Special Health Occupations Certificate:

1. Requirements:

a. Demonstrated proficiency in the supplemental area of the health occupation under consideration and be recognized as an authority. Receive approval of the local health occupations teacher or vocational administrator and the State Supervisor, Health Occupations.

2. Term of Certificate: Two years, renewable.

3. Renewal requirements: Recommendation of local school administrator responsible for vocational education and the State Supervisor, Health Occupations.

E. Special Technical Education Certificate:

1. Requirements:

a. The holder must possess a thorough knowledge and skill in the special aspects of the technical course, receive approval of the local school administrator responsible for vocational-technical education and the State Supervisor, Technical Education.

2. Term of Certificate: Two years, renewable.

3. Renewal requirements: Recommendation of local school administrator responsible for vocational education and the State Supervisor, Health Occupations.

F. Special Vocational Home Economics Certificate:

1. Requirements:

a. The person shall hold a minimum of a high school diploma or its equivalent and have had one year of successful work experience or its equivalent in the specific occupational field of instruction.

2. Term of Certificate: Two years, renewable.

3. Renewal requirements: Recommendation of local school administrator responsible for vocational education and the State Supervisor, Home Economics Education.

G. Special Vocational Education Certificate (Other): A person may obtain a special vocational education certificate to teach career development courses or supplemental instruction in the service-type occupations that lead to gainful employment and are not included within the vocational or technical fields covered by other special vocational certificates.

1. Requirements:

a. A certificate may be granted when the applicant has met at least one of the following requirements and will be employed under the immediate supervision of a regularly certified local vocational administrator or teacher:

(1) Three years of successful paid experience in the occupational area to be taught, has demonstrated outstanding proficiency in employment and is approved by the local school administrator responsible for vocational education and the State Assistant Superintendent, Vocational-Technical Education.

(2) Holds a recognized license to practice the occupation or supplementary occupational area he will teach or has held such a license within the past five years and such license was in good standing at the time it expired.

b. In addition to either (1) or (2), the person must have completed twenty clock hours of instruction in vocational teaching methods, principles and philosophy. If the person does not already meet this requirement, it will be necessary to remove the deficiency within one year from the certificate date.

2. Term of Certificate: Two years, renewable.

3. Renewal requirements: Recommendation of the local school administrator responsible for vocational education and approved by the State Assistant Superintendent, Vocational Technical Education.

## SECTION XII. VOCATIONAL-TECHNICAL ADULT EDUCATION CERTIFICATES

A. Authorization:

1. The Vocational-Technical Adult Education Certificates are valid for the holder to teach the course or field of instruction designated thereon. Certificates granted under the provisions of this Section are limited to the teaching of adult preparatory, part-time, or supplemental vocational or technical education students.

B. Trade and Industrial Adult Education Certificate:

1. Requirements (Plan 1):

a. Graduation from high school or completion of courses in a trade or technical school that is equivalent to high school graduation.

b. Three years of journeyman or skilled worker experience beyond the apprenticeship or learner level in the trade or industrial occupation to be taught.

(1) Exception: Applicants with a bachelor's degree majoring in industrial or technical education may substitute one year of education for one of the required years of occupational experience.

2. Requirements (Plan 2):

a. The bachelor's degree or 128 semester credits from an accredited college or university approved for training industrial or technical education teachers.

b. Two years of journeyman or skilled worker experience beyond the apprenticeship or learner level in the trade or industrial occupation to be taught.

c. Teacher training: Minimum of six clock hours of teacher education before beginning of the first teaching assignment.

d. Note: At the option of the State Supervisor of Trade and Industrial Education, an examination may be required to determine knowledge of the trade and/or other qualifications for teaching laboratory or related instruction.

3. Term of Certificate: Two years, renewable.

4. Renewal requirements: Approval of the local school district responsible for vocational education and the State Supervisor of Trade and Industrial Education.

C. Vocational Agriculture Adult Education Certificate:

1. Requirements:

a. Demonstrated outstanding proficiency in the special subject matter field to be taught and have at least two years of employment service in the instructional area to be taught.

b. Persons granted the certificate will teach under the immediate supervision of a vocational agriculture teacher or local vocational administrator and receive approval of the State Supervisor of Agricultural Education.

c. Complete twenty clock hours of instruction in methods of vocational adult education within one year, if not previously completed.

2. Term of Certificate: Two years, renewable.

3. Renewal requirements: Recommended by the local school administrators responsible for vocational education and the State Supervisor of Agricultural Education.

D. Vocational Distributive Education Adult Certificate:

1. Requirements:

a. Be a recognized authority on the subject or topic under consideration and recommended by the certified distributive education teacher-coordinator or local vocational director.

2. Term of Certificate: Two years, renewable.

3. Renewal requirements: Recommended by local administrator for vocational education and the State Supervisor of Distributive Education.

E. Vocational Health Occupations Adult Certificate:

1. Requirements (Plan 1):

a. Meet requirements of the standard vocational health occupations or professional health occupations certificate.

2. Requirements (Plan 2):

a. Has demonstrated proficiency in the supplemental health occupations area to be taught and be recognized as an authority. Recommended by the local administrator in charge of health occupations training and the State Supervisor of Health Occupations.

3. Term of Certificate: Two years, renewable.

4. Renewal requirements: Recommended by the local school administrator in charge of health occupations and approved by the State Supervisor of Health Occupations.

F. Vocational-Technical Adult Education Certificate:

1. Requirements:

a. Completion of an engineering, scientific or technical curriculum in the area of certification and have at least one year of paid successful experience in the technical occupation the applicant will teach. In lieu of the above, a person may be granted a certificate with three years of successful paid experience as an engineer, scientist or technician in the technical occupation to be taught. Applicant can be approved only after evidence has been presented to the State Supervisor of Technical Education that he has adequate familiarity with the technical occupation or certification in order to relate the technical subject matter to the technical occupation.

2. Term of Certificate: Two years, renewable.

3. Renewal requirements: Recommended by the local vocational administrator and approved by the State Supervisor of Technical Education.

G. Vocational Business and Office Occupations Adult Certificate:

1. Requirements:

a. Meet requirements of a standard or professional vocational business and office occupations certificate, or;

b. Graduation from a comprehensive post-high school office occupations training program and one year full time paid employment in the office occupations to be taught. Participate in in-service teacher education designated by the State Supervisor, or;

c. Three years of successful paid employment in office occupations, recommended by the local vocational director or school administrator and approved by the State Supervisor of Business and Office Occupations. Participate in in-service teacher education designated by the State Supervisor.

2. Term of Certificate: Two years, renewable.

3. Renewal requirements: Recommended by the local school administrator in charge of vocational education and approved by the State Supervisor of Business and Office Occupations.

H. Vocational Home Economics Adult Certificate:

1. Requirements:

a. Meet the requirements for a standard or professional vocational home economics certificate, have practical work experience in the related areas to be taught and have had some work teaching adults or participating in in-service teacher education provided for teachers of adult homemaking classes.

b. In lieu of the above requirement a person may be certified to teach vocational home economics adult classes who has had special training in college or on-the-job in the particular area to be taught and has had preparation for teaching or participating in in-service education provided for teachers of adult homemaking classes.

2. Term of Certificate: Two years, renewable.

3. Renewal requirements: Recommended by the local school administrator in charge of vocational education and approved by the State Supervisor of Home Economics Education.

I. General Adult Education Certificate:

1. Adult elementary or adult high school non-credit courses:

a. Requirements:

(1) Be of good character and proficient in the instructional area to be taught.

(2) Recommended for certification by the county school administrator charged with the administration and supervision of the non-credit course.

b. Term of Certificate: Two years, renewable.

c. Renewal requirements: Recommended by the local school administrator in charge of supervision of the subject.

Note: Teachers of adult elementary or adult high school credit courses must meet qualifications for the applicable regular high school professional, elementary professional, special or vocational day school certificate as prescribed by the Nevada State Board of Education.

J. Civil Defense Adult Education Certificate:

1. Personal and Family Survival Certificate:

a. Requirements:

(1) Persons granted the certificate must be at least 21 years of age and shall have graduated from high school.

(2) A minimum of two years of demonstrated leadership ability in working with youth or adult groups.

(3) Successful completion of the Personal and Family Survival for Instructors course taught by the Nevada State Department of Education and/or successful completion of the Personal and Family Survival for Instructors course in states other than Nevada and successful completion of an eight hour Personal and Family Survival for Instructors refresher course taught by the Nevada State Department of Education.

b. Term of Certificate: Two years, renewable.

c. Renewal requirements: Approval of the local school administrators responsible for Civil Defense Adult Education and the State Supervisor of Civil Defense Adult Education.

d. Exception: Persons meeting all above requirements and holding a valid Nevada High School Professional or Vocational teaching certificate need not apply for an adult teaching certificate.

2. Radiological Monitoring Certificate:

a. Requirements:

(1) Persons granted the certificate must be at least 21 years of age and shall have completed two years of college with major emphasis in physical science areas; or show equivalent work experience.

(2) A minimum of two years of demonstrated leadership ability in working with youth or adult groups.

(3) Successful completion of the Radiological Monitoring for Instructors course as taught to comply with the Atomic Energy Commission's regulations; including military service schools and occupation trade schools.

(4) Possession of a valid Radioactive By-Product Users Certificate issued by the Nevada State Civil Defense and Disaster Agency.

b. Term of Certificate: Two years, renewable.

c. Renewal requirements: Approval of the local school administrators responsible for Civil Defense Adult Education and the State Supervisor of Civil Defense Adult Education.

d. Exceptions: Persons meeting all above requirements and holding a valid Nevada teaching certificate need not apply for an adult teaching certificate.